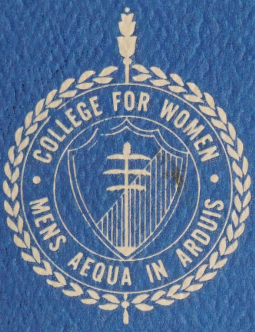
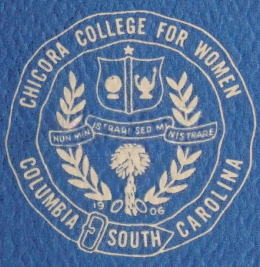
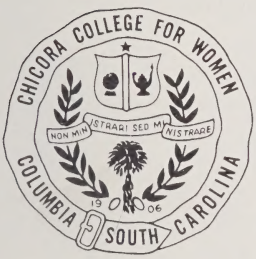




Queens College Bulletin 1967-1968



Queens College Bulletin 1967-1968

Catalogue with Announcements

Published by Queens College in Jan., Feb., May, Sept., and Oct. Volume 45, September, 1967, Number 4. Second-class postage paid at Charlotte, North Carolina.

Visits to the Campus

Visitors to the campus of Queens College are welcomed. They can be better served during their visits if appointments are made in advance.

Offices of the college are open Monday through Friday from 8:30 a.m. to 5:00 p.m. Appointments for other hours may be arranged.

Address Correspondence

For information concerning:

Procedure for Admission

Requirements for Admission

Scholarships and Financial Aid for Entering Students

To

THE OFFICE OF ADMISSIONS

Educational Program

Scholarships for Returning Students

Loans

Transcripts

To

THE OFFICE OF DEAN OF THE COLLEGE

Accounts

Methods of Payment

Other Financial Matters

To

THE OFFICE OF THE TREASURER

Rooms in Residence Halls

Student Life

To

THE OFFICE OF DEAN OF STUDENTS

QUEENS COLLEGE

CHARLOTTE, NORTH CAROLINA 28207

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College Calendar for 1967-1968

1967 REGULAR SESSION

August 28	Monday	Residence halls open to freshmen and transfer students
		6:00 p.m. Orientation program begins
September 1	Friday	1:00 p.m.—6:00 p.m. Registration for freshmen and transfer students begins
September 2	Saturday	8:30 a.m.—10:30 a.m. Registration continues for freshmen and transfer students
		10:30 a.m.—6:00 p.m. Registration for returning students
September 4	Monday	8:00 a.m. Classes begin
October 20	Friday	Mid-point of first semester
November 22	Wednesday	12:50 p.m. Thanksgiving recess begins
November 27	Monday	8:00 a.m. Thanksgiving recess ends
December 13	Wednesday	Last day of scheduled classes
December 14	Thursday	Reading Day
December 15	Friday	Examinations begin
December 21	Thursday	Examinations end

1968

January 15	Monday	8:00 a.m.—7:00 p.m. Registration for second semester
January 16	Tuesday	8:00 a.m. Classes begin
March 8	Friday	Mid-point of the semester
March 22	Friday	12:50 p.m. Spring holidays begin
April 1	Monday	8:00 a.m. Spring holidays end
April 12	Friday	Classes suspended for Good Friday
May 9	Thursday	Last day of scheduled classes
May 10	Friday	Reading Day
May 11	Saturday	Examinations begin
May 17	Friday	Examinations end
May 19	Sunday	Baccalaureate Service
May 20	Monday	Commencement Convocation

Tentative College Calendar for 1968-1969

1968 REGULAR SESSION

August 26	Monday	Residence halls open to freshmen and transfer students 6:00 p.m. Orientation program begins
August 30	Friday	1:00 p.m.—6:00 p.m. Registration for freshmen and transfer students begins
August 31	Saturday	8:30 a.m.—10:30 a.m. Registration continues for freshmen and transfer students 10:30 a.m.—6:00 p.m. Registration for returning students
September 2	Monday	8:00 a.m. Classes begin
October 18	Friday	Mid-point of first semester
November 27	Wednesday	12:50 p.m. Thanksgiving recess begins
December 2	Monday	8:00 a.m. Thanksgiving recess ends
December 12	Thursday	Last day of scheduled classes
December 13	Friday	Reading Day
December 14	Saturday	Final examinations begin
December 20	Friday	Final examinations end

1969

January 13	Monday	8:30 a.m.—7:00 p.m. Registration for second semester
January 14	Tuesday	8:00 a.m. Classes begin
February 28	Friday	Mid-point of second semester
March 7	Friday	12:50 p.m. Spring holidays begin
March 17	Monday	8:00 a.m. Spring holidays end
April 4	Friday	Classes suspended for Good Friday
May 1	Thursday	Last day of scheduled classes
May 2	Friday	Reading Day
May 3	Saturday	Final examinations begin
May 9	Friday	Final examinations end
May 11	Sunday	Baccalaureate Service
May 12	Monday	Commencement Convocation

In Brief . . .

Queens is a four-year liberal arts college for women. It is affiliated with the Presbyterian Church in the United States through the synods of North Carolina and South Carolina. It was founded in 1857.

STANDING The college is accredited by the Southern Association of Colleges and Schools and is approved by the American Association of University Women. It is a member of the American Association of Colleges, the American Council on Education, the National Commission on Accrediting, the College Entrance Examination Board, the College Scholarship Service, and the National Association of Schools of Music.

LOCATION The Queens campus is in the Myers Park residential section of Charlotte. The city is the largest in the two Carolinas and is the center of a metropolitan area with a population of 2,200,000. The community affords a quality and range of cultural organizations and activities and of business institutions which are important adjuncts to the educational facilities of the college. Among these are lectures; exhibits at the Mint Museum of Art; Little Theatre plays; and programs offered by the Community Concert Association, the Opera Association, Charlotte Symphony Orchestra, and the Oratorio Singers. Other attractions are offered at the city coliseum and auditorium.

SIZE The average enrollment of Queens is 900 students. The college has developed in its counseling program, in its curriculum, in its methods of teaching, in its attention to the personal development of students, and in its social life those values and qualities which are possible in the small college.

PROGRAM Queens offers the bachelor of arts and bachelor of music degrees. At the end of the sophomore year students select an area of major emphasis from the fields of art, Bible and religion, biochemistry, biology, chemistry, economics, French, German, history, Latin-American studies, literature and English composition, mathematics, music, philosophy, physics, political science, psychology, Russian studies, sociology, and Spanish. Students desiring to teach can qualify for an elementary or secondary certificate. A program of academic counseling is provided under which each student is assigned to a faculty advisor. With the advice and help of this advisor the student selects courses which will best meet her needs for a basic liberal education, chooses proper sequences in a major field, and pursues her special interests and abilities.

TEACHING The Group Tutorial is the name chosen to designate a method and a set of teaching principles which have been developed at Queens and seem peculiarly fitted to the needs and the opportunities of the small college. The basic idea is that teaching is not something that is *done for* the student nor something *done to* the student. Effective teaching is the guidance of the process of learning. The chief responsibility rests on the student. Stress is placed on individual endeavor; the student is guided to do creative work. It is assumed that standards of self-evaluation are more important than the grading process.

LIBRARY Everett Library is essentially a reference library containing books and materials which supplement the college curriculum. The collection includes books and periodicals numbering about 62,000 volumes. All Queens College students have free access to the stacks.

STUDENTS The most important qualities of any student body are intangible. They are reflected in attitudes, characteristic behavior, and in those things which are spontaneously expected, approved, or disapproved. These are the qualities that determine what happens to a student who lives for four years as a member of the group. These qualities become tangible in student self-government, the honor system, and social events.

Queens prides itself on its student body's diversity in church affiliation, in family income, in geographical distribution, and in academic ability and interests. Approximately 90 percent of the student body lives on the campus. These resident students come from many states and several foreign countries.

With an active emphasis on the academic life in a vital, informed Christian context Queens students also have a well-balanced social life. There are national sororities, dances and other social events, intramural activities, and a healthy coeducational social life made possible by joint planning with neighboring colleges for men.

FACULTY The principal emphases in the selection of the faculty are competence in scholarship, outstanding teaching ability, and the kind of personality and character which make an important difference in the educational result.

STUDENT SELECTION All applicants are required to take the Scholastic Aptitude Test and the English Achievement Test as well as a foreign language achievement test of the College Entrance Examination Board. Each application is reviewed by the Committee on Admissions; and attention is given to the high school record, test results, and personal recommendations and evaluations of character, personality, and ability. The aim of the college is to select those students who can profit by its program.

COST The general fee for resident students for board, room, tuition, and health service is $2500; for commuting students, $1100. These fees cover all costs except personal expenses, books, special fees, and the student activity fee.

FINANCIAL AID Endowed scholarships provide assistance ranging from $100 to $1450 per year. Academic ability and financial need are the factors determining the recipients of these awards.

Loan funds are available for students under generous terms of repayment and interest rates.

PLACEMENT There is a placement office to serve the graduates of Queens. Students find no difficulty in obtaining positions as teachers, chemists, social workers, secretaries, etc.

Aims of Queens College

Queens is a small, Christian liberal arts college for women. This fact is the basis for its aims.

The central purpose is to see that the graduates of Queens College are liberally educated persons. Liberal education means the kind of disciplined mind that has acquired skills in thinking. It means open-minded seeking for fact, judgment as to truth or falsity, and judgment of value on the basis of evidence. It means acquaintance with the basic fields of knowledge in terms of initial studies in each of the fields. These studies should provide an understanding of vocabularies and methods requisite for further study. It means a developed capacity to respond with interest and some understanding to a wide range of personal, social, esthetic, and religious values. This kind of liberal education cannot be obtained through attention to subject matter alone; consequently, there is more than an emphasis upon the liberal arts. Liberal education results from a quality and a combination of subject matter, faculty, teaching, students, and the composite life of the college community. It is the aim of the college to be selective as to the quality of each of these elements and so to combine them as to secure liberal education in each of its graduates.

The aim of the college is to be healthfully Christian. The attitudes and religious loyalties of the students and faculty are important. Christian emphasis manifests itself in the acceptance of responsibility, a sense of vocation, consideration of others, and loyalty to the church. The emphasis is on the substance of spiritual growth. It is not on an impoverishing regulation of behavior or the intemperate parading of religious claims and expressions.

As a college small by intent, Queens purposes to accomplish some of those things which can be done only in a small college. Its aim is that each student shall be known by name, face, and personality by other students and by members of the faculty. The concern for the individuality of each student should be manifest in a difference as to method and quality of teaching and in the personal and social development of the student.

As a woman's college, Queens endeavors to meet the educational needs that are peculiar to women. Among these needs are preparation for economic independence, responsibilities in the family, moral and religious responsibilities, and responsibilities in the community and in political life.

It is the further aim of the college to provide an environment of student life which will contribute to the educational purposes of the college and to the growth and happiness of each student. Such an environment includes elements of social life and patterns of student government. It also includes the kind of attitudes that prevail on campus. If these aims are accomplished, the most important result of a college education will come from the experience of living for four years as a member of the student body of Queens College.

Notes on History

The year 1857 is used as the founding date of the college for the reason that the history of the institution is continuous from that date to the present, though its origins are much earlier. During the past 100 years the college has carried four names. From 1857 to 1891 it was known as the Charlotte Female Institute located on North College Street at East Ninth. From 1891 to 1896 it was known as the Seminary for Girls. This was during the administration of Miss Lily Long. In 1896 the institution was affiliated with the Presbyterian Church in the United States and from that date to 1912 was known as the Presbyterian College for Women.

The change of name in 1912 to Queens College, when plans were made to move the college to the present location, was actually the resumption of the name that has belonged to the institution since 1771. With a gap of about nine years the history is continuous from 1771 to date. In that year the colonists in this region applied for a charter for Queens College. Due to the theories of church government centered in the assembly and representative government derived from the Calvin-Knox and Scotch-Irish traditions, the crown doubted the political wisdom of granting a charter to an institution that would perpetuate these ideals; so, the charter was refused. The name of the proposed college was changed to Queens Museum, and under that odd title the institution was chartered in 1773. It continued under that name until 1777 when, in the midst of the Revolutionary War, there being no great affection for the crown, the name was changed to Liberty Hall Academy. Beginning in 1784 and continuing for 35 years the history is sketchy, but in 1821 the institution was incorporated as the Male and Female Academy Corporation. This corporation operated the Liberty Male Academy and the Charlotte Female Academy.

The location of the Queens College-Queens Museum-Liberty Hall succession of institutions was on South Tryon and Third Streets. Embedded in the sidewalk on the southeast corner of that intersection there is a bronze marker commemorating this first location of the college. In 1821 the institution was moved to 913 South Tryon Street. Then in 1857 it was moved to the North College Street location. In 1914 the college was moved to the present location in the Myers Park residential section.

Chicora College was merged into Queens in 1930. This institution had a long history of distinguished service as a woman's college of the Presbyterian Church in South Carolina. Among its alumnae are those who were graduated while the college was located in Greenville and later in Columbia, S. C.

The changing courses of study, faculties, students, names, boards of trustees, and affiliated church bodies have contributed to the central purpose of Christian higher education for women which is the heart of the Queens tradition.

Presidents of Queens College

1857-1872—Robert Burwell
1872-1875—Robert Hett Chapman
1875-1878—Stephen Taylor Martin
1878-1891—William Robert Atkinson
1891-1899—Lily W. Long
1899-1911—James R. Bridges
1911-1916—John Livy Caldwell
1916-1917—James R. Bridges, Acting
1917-1918—Henry Clay Evans
1918-1921—William Anderson, Acting
1921-1939—William Henry Frazer
1939-1950—Hunter Bryson Blakely
1950-1951—McAlister Carson, Acting
1951-1953—Charlton Coney Jernigan
1953-1954—Herschel Hill Everett, Acting
1954-1965—Edwin Ruthven Walker
1965-1967—Edwin Ruthven Walker, Acting
1967- —John Edwin Smylie

Admission to the College

Queens desires to select for its student body those applicants who seem particularly fitted for college work and for the type of programs this college offers. Each application is reviewed by the Admissions Committee. The committee will consider:

Quality and amount of college preparatory work
Standing on tests
Recommendations of officials acquainted with the applicant
Student's objectives
Student's character and personality

PREPARATION FOR ENTRANCE

The student considering Queens as the college of her choice should—early in her secondary school years—write to the office of admissions for descriptive literature. She should familiarize herself with the total program of the college. She should discuss her goals with her high school counselor and plan a program that will assure her of eligibility for admission.

An applicant for admission to Queens College is expected to have a secondary school diploma and 16 units in college preparatory subjects. The following list represents the necessary distribution of units to be submitted for admission:

4 English
2 History—American history and world history
2 Laboratory sciences
3 Mathematics—2 algebra and 1 geometry
3 units of one foreign language
or
2 units each of two foreign languages
2 electives chosen from history, foreign language, mathematics, or science.

Three years of college preparatory study in one foreign language is preferred. The Committee on Admissions feels that the student who has had three or more years of college preparatory work in a single foreign language is better prepared to fulfill the Queens College foreign language graduation requirement than the student who has had two years of two foreign languages.

The results of the College Entrance Examination Board Foreign Language Achievement Tests are used in placing the student at the appropriate level. If the student fails to qualify for the 201 level of a foreign language and wishes to continue that language, she must take the 101-102 course sequence without credit.

An applicant is required to take the Scholastic Aptitude Test, the English Composition Achievement Test, and a Foreign Language Achievement Test of the College Entrance Examination Board during her senior year, unless she is admitted under the Early Decision Plan. An additional achievement test in an area of interest to the individual applicant should be taken also. *The Scholastic Aptitude Test and the achievement tests must be taken in December or January of the applicant's senior year even if these tests have been taken previously.*

If a student has taken more than one foreign language, she should take the achievement test in the language which she plans to continue in college. The results of the English Composition Achievement Test are considered by the Admissions Committee. The results of the Foreign Language Achievement Test and other achievement tests are used for placement purposes.

The following dates have been selected for the administering of these tests:

December 2, 1967	SAT, Achievement Tests
January 13, 1968	SAT, Achievement Tests
March 2, 1968	SAT, Achievement Tests
May 4, 1968	SAT, Achievement Tests
July 13, 1968	SAT, Achievement Tests

The applicant should register for the examination approximately one month before the test date.

For further information concerning these tests the student should consult her high school counselor or write to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

The student and her parents are invited to visit the campus. The student should make an appointment with a member of the college admissions staff in advance of her visit.

Admissions counselors visit many high schools during the fall and winter months. If possible, the interested student should arrange, through her high school counselor, to discuss her college plans with the Queens admissions counselor. Selected alumnae in a number of cities are also available for conferences with students and their parents; their names and addresses may be found on page 108 of this catalogue.

EARLY DECISION PLAN

Queens is one of several colleges which participate in the Uniform Early Decision Plan. This plan is designed to reduce the necessity for well qualified students to file applications at several colleges and to reduce their anxiety regarding acceptance by the college of their first choice.

An applicant seeking admission to Queens under the Early Decision Plan must take the required College Entrance Examination Board tests prior to her senior year. It is recommended that she take the Scholastic Aptitude Test in March and the achievement tests in May of her junior year.

(a) The student agrees to apply only to Queens College until a decision is reached under the Early Decision Plan (by December 1).

(b) The student agrees to submit to Queens College by October 15 her application for admission and her application for financial aid if such aid is needed.

(c) If accepted by Queens College, the student agrees to notify the college by December 15 of her decision regarding matriculation and to make the $150 initial payment.

(d) The college agrees to render a decision on admissions and on financial aid, if requested, by December 1.

(e) If a specific decision of acceptance or rejection is not made by December 1, the college agrees to notify the candidate that her application will be guaranteed unbiased consideration under Queens College's regular admission plan and agrees to free the candidate to apply to other colleges.

(f) The college agrees not to require the accepted candidate to take further admissions tests if she commits herself to matriculate and makes her deposit.

ENTRANCE PROCEDURES

1. The application for admission is attached inside the back cover of this catalogue. The student should complete this form and mail it with the non-refundable $15 fee to the office of admissions. She should file her application in the fall of her senior year of high school and no later than February 15 of the year of expected entrance. A student desiring financial aid should apply for a scholarship or loan at the same time that she makes application for admission. Further details regarding these may be found on pages 88-97 of this catalogue.

2. Upon receipt of the application, the admissions office will send the candidate a personal data form and an honor pledge form. These should be completed and returned immediately.

3. The applicant should request the College Entrance Examination Board to send a copy of all her test results to Queens College.

4. The college will write for a transcript of secondary school credits and for recommendations. The student wishing to transfer from another college must request that a complete transcript of her college work be sent to Queens.

5. The Admissions Committee will act upon the application after the following items have been received and reviewed: the personal data form, the high school transcript (including recommendations), the College Entrance Examination Board test scores, the first semester grades for the senior year, and the signed honor pledge. The candidate will be notified of the committee's decision by April 15.

6. Acceptance for admission is made with the reservation that the applicant maintain a satisfactory standard of academic work and citizenship through the completion of the school year. Admission is also contingent upon the receipt of a satisfactory health report later in the year. No student who is undergoing psychiatric care or psychological counseling at the time of her matriculation will be permitted to enroll in Queens College.

7. The health forms will be sent as soon as the candidate has been approved for admission. These forms should be filled out properly by a physician and must be returned to the college before July 15 of the year of entrance.

8. Following notification of acceptance the student must make an initial payment of $150 ($50 for a commuting student) in order to reserve her place in the entering class. This payment should be made as soon as possible; the final date is May 1. This payment is non-refundable and will be credited to the total fees for the year.

9. The applicant is urged to report to the college promptly any change of address, transfer to another secondary school, or intention to withdraw her application.

10. After the student has been accepted, detailed information will be sent during the summer prior to entrance concerning rooms, the orientation program, date to arrive on the campus, etc. The student will also receive material from her upper-class student advisor. Attendance at the orientation program is required of all new students and transfers.

TRANSFERS FROM OTHER COLLEGES

Applicants must have a good scholastic record in the college from which they wish to transfer and must present transcripts of all college work done, units of credit earned in secondary school, and a statement of honorable dismissal from the colleges attended. Credit will be transferred on those courses on which the student has made a grade of C or higher. A maximum of 66 semester hours from a junior college will be accepted.

The procedure for applying is the same as that outlined above for new students, including the submission of Scholastic Aptitude Test scores.

READMISSION OF FORMER STUDENTS

A student who has withdrawn in good standing and who subsequently wishes to return to the college must apply for readmission. To do so she should write a letter to the dean of the college stating her reasons for wishing to return. She must have sent to the college transcripts of all work undertaken at other institutions. Upon receipt of these materials the Committee on Admissions will act upon her request. If she is admitted she will be required to make the initial payment within 30 days. This payment—$150 for resident and $50 for commuting students—is non-refundable and will be credited to the total fees for the year. She will be sent a health form to be completed by her physician and returned to the college before she may register.

NON-DEGREE AND PART-TIME STUDENTS

Occasionally the college admits commuting students who are not candidates for a degree. In general, these students must meet the usual admission requirements. For specific details the applicant should confer with the director of admissions. Rarely are part-time students admitted for the regular session.

Students who are not degree candidates and are completing requirements for teacher certification are required to complete one semester, full-time, at the college before registering for student teaching (Education 442, 444).

Academic Program

The Curriculum

Queens College offers programs leading to two degrees:

The *bachelor of arts* with concentrations in art, Bible and religion, biochemistry, biology, chemistry, economics, French, German, history, Latin-American studies, literature, mathematics, music, philosophy, physics, political science, psychology, Russian studies, sociology, and Spanish. Through elective courses the student can also qualify for elementary or secondary teacher certification.

The *bachelor of music* in applied music (piano, organ, strings or voice) and music education (for teacher certification).

The minimum requirement for graduation is 120 semester hours with 120 quality points in academic courses and four credit* hours of physical education completed with a grade of "S." The requirement is: a minimum of 120 semester hours in academic courses with a cumulative quality point average of 1.000 in all work taken and in the major field of concentration, and a minimum of four credit hours in physical education. At least 42 semester hours shall be of 300 level or higher courses. Every degree candidate must complete two semesters at Queens College as a regular student. She must also complete the last 30 semester hours of her academic program at the college.

Even though the college makes every effort to counsel the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree.

The educational program which leads to these degrees is composed of four interrelated parts: I. A program of basic requirements; II. A field of concentration; III. A program of elective hours; and IV. A program of physical education.

I. BASIC REQUIREMENTS

These requirements, totaling 54 to 66 semester hours, represent a range of study deemed necessary to provide the breadth of outlook essential in a liberally educated person. Most of these courses will be completed during the first two years as a basis for further study; however, some of them may be continued into the junior and senior years.

*One credit hour is given for each semester of participation.

Group 1	Semester Hours
English Composition	6
Group 2	
History of Civilization	6
Group 3	
Selected from any two of the following fields of study: physics, chemistry, biology (one physical science plus one biological science is recommended)*	12
Group 4	
Basic proficiency in a foreign language (equivalent to 202 level)	0 to 12
Group 5	
Selected from either of the following fields of study: mathematics, logic	3
Group 6	
Selected from at least three of the following fields of study: psychology, sociology, economics, political science**	9
Group 7	
Three semester hours from each of the following fields of study: art, music***, literature (in English or in a foreign language)	9
Group 8	
From the following fields of study: Six semester hours from Bible and religion, in which the major emphasis is study of the Bible; and three semester hours selected from Bible and religion or philosophy, except logic	9

All applicants are required to take a College Entrance Examination Board Foreign Language Achievement Test as a measure of proficiency and as a guide for placement in advanced classes. Degree candidates must demonstrate a basic proficiency in a foreign language equivalent to successful completion of a 202 level course. Prior to fall registration, entering students will be informed, through their advisors, of their foreign language proficiency as evidenced by the achievement test and such placement tests as are given at the college. If additional work is required, the entering student may elect to continue study of a foreign language begun in secondary school or may begin study of another language. The basic requirement will be regarded as fulfilled when the student successfully completes the 202 level foreign language courses or demonstrates proficiency at this level.

*For candidates for the bachelor of music degree in applied music this requirement is reduced to four hours; for the bachelor of music degree in music education, it is reduced to eight hours (four each of natural and physical science).

**Candidates for elementary education certificates may substitute geography as one field in this group.

***If applied music is taken to fulfill this requirement, at least three semesters in any one instrument will be necessary.

II. FIELD OF CONCENTRATION

Bachelor of Arts

This degree offers concentration in:

Art	Literature
Bible and Religion	Mathematics
Biochemistry	Music
Biology	Philosophy
Chemistry	Physics
Economics	Political Science
French	Psychology
German	Russian Studies
History	Sociology
Latin-American Studies	Spanish

By the end of the sophomore year each student will have decided upon a subject matter field in which she will concentrate through a pattern of advanced courses. The purpose of this concentration is twofold—first, to give the student the opportunity to go far enough into a field to achieve some mastery of it; second, to enable her to get knowledge, skills, and attitudes which may help make her effective in her vocation. Occasionally this study may begin before the junior year.

No less than 30 semester hours shall constitute a major concentration, and no more than 40 semester hours taken in one department shall count toward the 120 semester hours required for graduation. (Exception: A student concentrating in a laboratory science may take a total of 12 courses in the department in which she is concentrating.) Certain specific requirements are stated under each department heading in the section of the catalogue entitled *Courses of Instruction.* (see page 37.)

Bachelor of Music

In the bachelor of music program, the concentration consists of no less than 73 hours in music under the applied music concentration; under the music education concentration, at least 50 semester hours are in music and enough additional work in applied music to fulfill the requirements of both a major and a minor performance area. Specific details of these requirements are given in the section of the catalogue marked *Courses of Instruction.* (See page 37.)

III. ELECTIVE HOURS

In consultation with her faculty advisor the student chooses elective hours to complete the number of hours required for graduation in addition to the basic requirements and the major program. Electives are available to give her opportunity to explore new fields and to gain further breadth or more depth in non-major areas. They also afford a chance to study in fields which directly support her program of concentration.

Teacher Certificates

Training for the teacher certificate, either at the *elementary or the secondary* school level, may be secured with the bachelor of arts degree. Teacher certification is also possible under the bachelor of music program. The program of elective hours should be so planned with the faculty advisor that it will include the required hours in education, student teaching, psychology, and other subjects specified by the state in which the student plans to teach.

Students desiring to teach in a state other than North Carolina must obtain a copy of the requirements of that state and plan their programs carefully to meet these requirements.

Secretarial Training

The secretarial training program is designed in view of the increasing variety of opportunities offered to women. The basic skill subjects of typing and shorthand may be taken as elective courses. As electives toward a degree in any academic concentration, the student may take 12 semester hours in secretarial practice courses beyond typing (which does not carry credit toward a degree).

Medical Technology and Premedical Preparation

Students planning careers in medical technology develop a four year program at the college prior to entering the period of professional training. By obtaining a degree with concentration in biochemistry or biology with certain supporting courses in chemistry, students are well prepared for the study of medical technology. College courses suggested by the Board of Schools of Medical Technology and approved by the American Society of Clinical Pathologists, the American Society of Medical Technologists, and the Council on Medical Education and Hospitals of the American Medical Association include the following: 24 semester hours of chemistry, 16 semester hours of biology, eight semester hours of physics, and six semester hours of mathematics.

Prospective students who are interested in medical technology or premedical preparation should write to the admissions office or to the chairman of the department of chemistry for material prepared for students interested in medical technology and related fields. These students should plan to take both chemistry and biology in the freshman year.

IV. PHYSICAL EDUCATION

Each regular four-year student for the bachelor of arts and bachelor of music degrees will be required to complete with a grade of satisfactory, "S," four credit hours of physical education.

The four physical education courses must be taken during the freshman and sophomore years. Emphasis is placed on individual and dual sports with team sports being co-ordinated with golf and tennis at the beginning or end of the semester as the weather dictates. (As a part of the work in physical education each student is expected to demonstrate competence in swimming.)

The student is given an opportunity to develop understanding, appreciation, and attitudes towards physical education as a part of her total educational program. There is orientation in the history of physical education, trends of modern physical education, and in some of the basic principles of personal and community hygienic living.

V. SUMMARY OF DEGREE REQUIREMENTS

Degree Program	I Basic Requirements	II Field of Concentration	III Electives	IV Physical Education	V College courses at 300 level and above
Bachelor of Arts	54-66	30-40	14-36	4	42
Bachelor of Music	46-58	50-73*	0	4	42

*See Bachelor of Music, page 23.

Standards, Regulations, and Procedures

THE HONOR SYSTEM

Before admission to Queens College each student promises to uphold the Honor System of Student Government. The Honor System is one of the most cherished institutions of the college, and its regulations in all phases of college life are based on three fundamental principles:

1. That each student be truthful at all times.
2. That each student respect the property of others.
3. That each student be entirely honest on tests, examinations, term papers, and all other pledged work as designated by teachers.

Any infraction of the regulations may be investigated by the Judicial Board. If the student is found guilty, the council may recommend suspension.

ORIENTATION

Prior to fall registration there is an orientation program at which attendance is required of all new students. This program is designed to acquaint the student with college life in its academic and social phases as well as with the whole community in which she will live for four years. She will meet her faculty advisor, her roommate, and her upper-class student advisor. She will visit points of interest in Charlotte and will have opportunity to worship in a church which may become her "campus church."

During this period tests are given for the purpose of better advising the student in her academic program. Conferences are scheduled with faculty advisors who help the freshmen to plan their programs. A selected group of faculty members serves as freshman advisors.

ADVANCED STANDING AND ADVANCED PLACEMENT

Entering freshmen are given the opportunity of advanced standing without college credit. Evidence presented should indicate that the student has achieved, by course or independent study, the equivalent of the college work to be waived. The evidence is derived from: secondary school recommendations and grades, specific recommendation from the secondary school on areas for possible advanced standing, College Entrance Examination Board scores, and placement tests given by the college.

A student may request advanced placement with college credit based on the completion of high school advanced placement courses and/or examination by the College Entrance Examination Board. An achievement score of 4 or 5, specific recommendation for college credit by the secondary school, and approval by the college department concerned are required before the request is considered.

Requests for advanced standing are made by the student. Upon evaluation of the request, the specific department concerned makes its recommendation.

REGISTRATION

Students are expected to register for course work on the day specified for each semester. Registration after the appointed day and at the scheduled hour subjects the student to a fee of $15.00. No registrations are permitted after the Friday following the beginning of classes.

Changes in registration are permitted prior to the Friday following the first day of class meetings. Any change after this day is considered a *withdrawal.* For class changes there will be a fee of $1.00 for each class dropped and $1.00 for each class added.

SEMESTER LOAD

A normal load for a regular student is 15 semester hours. The dean of the college may allow a load of as little as 12 hours. Any student who wishes to take more than 17 hours of academic credit must get the permission of the dean of the college.

WITHDRAWAL FROM A COURSE

A student must obtain permission from the dean of the college to discontinue a course. A student discontinuing a course following the first class after midterm will be given a grade of F in the course. Prior to this time a grade of WP or WF will be given.

WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the college before the end of the semester must notify the dean of the college in order to maintain a record in good standing. The grades of a student who withdraws are recorded WP if the work has been passing up to the date of withdrawal. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each semester hour. If permission is not obtained, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

AUDITING COURSES

A regular student who is carrying a minimum load of 15 hours of academic work for credit and who has a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

GRADING AND QUALITY POINT SYSTEM

Graduation requirements are based upon both quality and quantity of work. The following system of grading is used:

A—exceptional	3 quality points per semester hour
B—good	2 quality points per semester hour
C—average	1 quality point per semester hour
D—poor	0 quality points per semester hour
F—failing	minus 1 quality point per semester hour

The following symbols are used when a student does not receive a final semester grade:

WF—withdrew failing — minus 1 quality point per semester hour

WP—withdrew passing — no effect on quality points

E—conditional failure given at the discretion of the instructor

This mark may be changed to D or F after a re-examination. Only one re-examination is allowed in any course.

I—incomplete work. When this work is completed, the student may receive any grade from A to F.

A grade of E or I automatically becomes F if the student fails to take or pass a re-examination or fails to make up incomplete work satisfactorily; a grade of E or I for the first semester must be removed by the second week of the following February; a grade of E or I for the second semester must be removed by the end of the first week of regular classes the following September.

CLASSIFICATION

Students who are following a degree program and are carrying the required semester load have class standing determined by minimum levels of achievement, as follows:

	Semester Hours	*Quality Points*
Sophomores	24	18
Juniors	54	48
Seniors	90	84

Part-time students are those who are non-resident and are carrying less than 12 semester hours.

ELIGIBILITY TO CONTINUE

To remain in college a student must pass 18 semester hours of work during a session with a quality point average as follows:

.500 to return the second year

.800 to return the third year

.900 to return the fourth year

A quality point average is computed as follows: one semester hour with a grade of A would earn 3 quality points, or a regular 3 semester hour course with a grade of A would earn 9 quality points. A 3 semester hour course with a B grade would earn 6 quality points, and a 3 semester hour course with a C grade would earn 3 quality points. To obtain the quality point average for a semester or for a year, add the quality points earned and divide by the total semester hours carried. For example, a normal semester load is 15 semester hours or 5 courses. If the student receives B in each course, she would earn 6 quality points for each course or a total of 30 quality points. Thirty quality points divided by 15 semester hours equals 2.000 quality point average for a semester.

REPORTS

A report of grades is sent to parents or guardians at the end of each semester. No grades except semester grades are permanently recorded; however, additional reports are ordinarily issued at mid-semester indicating special difficulties in course work.

PROBATION

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. Probationary status may also be given for misconduct or violation of the social standards of the college. A student on probation may be asked to withdraw at any time if she again fails to meet the scholastic or social standards of the college.

ATTENDANCE

The faculty regulations for class attendance appear in the *Student Handbook*.

All students are to attend two scheduled assemblies each week, one of which will be designated as a chapel service, and all scheduled convocations. Each student shall be allowed a maximum of seven chapel, assembly, and convocation absences each semester.

All candidates for degrees are required to be present for commencement and for the commencement rehearsal.

SUMMER SCHOOL

A student who wishes to take courses during the summer sessions of accredited colleges or universities and to receive credit for these courses must secure the approval of her advisor and the dean of the college or the registrar, both as to courses to be taken and the institution to be attended, prior to enrolling in a summer session.

Approved summer courses taken at other institutions and carrying a grade of "C" or higher may be counted towards the 120 semester hours required for graduation, but semester hours and quality points earned in summer work will not be included in calculations of a student's quality point average. No more than six semester hours of approved summer work may be included in the field of concentration.

DEPARTMENT OF ADULT EDUCATION

A student who wishes to take courses in the department of adult education as a part of her degree program must secure approval of this work from her advisor and the dean of the college.

ELIGIBILITY TO REPRESENT THE COLLEGE

Students who maintain a quality point average of 1.000 or more the preceding semester are on the current list of eligibility to represent the college in off-campus extracurricular activities and to hold campus offices during the current semester. Eligibility is also dependent on chapel and assembly attendance. Students on probation are not eligible to represent the college.

GRADUATE RECORD EXAMINATIONS

Each April the college arranges for the Graduate Record Examinations to be administered to all students academically classified as sophomores and seniors. These students are required to take the GRE during the April testing program.

HANDBOOK

Each student is expected to know and observe all regulations which are found in detail in the *Student Handbook*.

Special Programs, Honors, and Awards

HONORS PROGRAM

The Honors Program is planned for the academically talented student. Its purpose is to provide the student with as high a degree of freedom and individual challenge as she is capable of accepting.

Each year all rising sophomores, juniors, and seniors whose cumulative quality point average is 2.000 or higher are designated "Eligible for Honors." A student who is so designated may elect to apply for one of the Honors Programs.

Graduation With Honors Thesis

The student preparing to graduate "With Honors Thesis" must be designated "Eligible for Honors" and have completed a minimum of six semester hours in independent study, colloquium participation, or in-course honors.

As a basis for an honors thesis, a research program planned by the student in the spring of the junior year and approved by a thesis advisor is submitted to the Honors Committee. Upon approval of the research program by the committee, the student is given an oral examination on general knowledge.

In the spring of the senior year, the student is required to defend the thesis before the Honors Committee. The student successfully completing this program is graduated "With Honors Thesis."

Honors Colloquium

Any student designated "Eligible for Honors" may participate in the honors colloquium. The topic for 1967-68 will be "Youth in the Contemporary World." Those students electing to participate are to submit an essay written in response to a published essay chosen by the Honors Committee because of the challenge it offers students.

Six semester hours elective credit may be earned by students choosing the colloquium. Continuation into the second semester is by mutual consent of the colloquium director and the student.

Independent Study

All students designated "Eligible for Honors" may undertake independent study. To do so the student must submit a proposal for research which includes areas other than her field of concentration. This must have the approval of her research advisor. The proposal must include the topic of the research, a brief statement of the origin and relevance of the topic, a description of methods of approach as currently seen by the student, and a bibliography. The topic and preliminary material are to be filed by the faculty advisor with the chairman of the Honors Committee by the close of the semester preceding the beginning of the project. Independent study is taken for designated credit.

In-Course Honors

In the junior or senior year, students designated "Eligible for Honors" may pursue intensive research in courses designated by each department as acceptable for in-course honors. Successful completion of in-course honors will add one semester hour credit to the number of credits regularly earned in the course.

When taking in-course honors a student may develop a program which permits her to take fewer regular courses so that in time she may pursue further individual research and be graduated with the honors thesis.

Selected Honors Work

A student not working towards graduation "With Honors Thesis" may, when designated "Eligible for Honors," elect any of the other three programs described. The student is assisted in developing her honors program by her advisor or a member of the Honors Committee.

HONORS SCHOLARSHIPS

Queens and Dana Scholarship Programs

Students with high qualifications may be chosen as honor scholars each year and designated as Queens or Dana Scholars. These programs are designed to offer both educational enrichment to the alert mind and financial assistance to the student whose circumstances require it. Approximately fifteen students in each class at Queens are selected for the programs annually. While intellectual qualifications are the primary consideration, both Queens and Dana Scholars receive financial grants. The amounts vary from token grants of $100 for students having no financial need to $1,450 when the established need is higher.

Each Queens and Dana Scholar is assigned as a Scholar Assistant to a faculty member for a maximum of five hours a week, in an association that is intended both to assist the faculty member and to offer the student an educationally enriching experience. Students apply annually, whether for initial admission to the program or for renewal of a scholarship award. It is expected that the Dana Scholar will participate in the Honors Program.

Further information regarding the Queens Scholar Program and the Dana Scholar Program is given on pages 88-97 under *Financial Aid.*

WASHINGTON SEMESTER

Through a cooperative arrangement with the American University, two Queens students are selected annually to spend one semester in Washington, D. C., for a study of American National Government in Action. The study is carried out through a seminar on Government in Action, an individual research project, and regular courses at the American University. To be eligible for participation the student must have completed Political Science 201 and have a quality point average of 1.600 or above. Application should be made to the head of the department of history and political science or the dean of the college.

SUMMER STUDY-TRAVEL PROGRAM

Queens College offers, during the summer period, a program of study and travel in Europe. This program is developed through arrangements with the Institute of European Studies. Participants must have a C average, and enrollment is limited to 30. Students who will participate in the program attend a series of informal seminars during the second semester of the college year in preparation for the summer study.

At the beginning of the summer, a three to four week guided tour of selected cities in Europe, with lectures by European professors, provides background for the period of formal study.

The formal course work with college credit taken in the Institute of European Studies at the University of Vienna, Vienna, Austria, continues for five to six weeks. The particular courses offered are selected from areas in music, art, foreign languages, history, and philosophy and are announced early in the college year. Students are not permitted to take more than six semester hours credit during the summer program.

The cost of the guided tour, transatlantic travel, and study in Vienna is approximately $1,400.

Following the period of study an opportunity is provided for an additional travel period of approximately two weeks, or the student may choose to travel independently in Europe. In either case, the student will pay the cost of her travel and any other expenses.

Inquiries regarding the program should be addressed to the dean of the college.

HONORARY ORGANIZATIONS

Orb and Sceptre is an honorary leadership organization which was founded at Queens College in January of 1961. It recognizes those students who have shown sensitivity and concern in the college community.

Sigma Mu is a regional honorary organization composed of faculty and students. Its purpose is to recognize high scholastic attainment of upperclassmen and to encourage independent research.

Valkyrie is an honorary organization made up of members selected in the spring from the rising sophomore class. Membership in this club, organized on the Queens campus in 1937, is based on outstanding leadership and citizenship exhibited by freshmen. Members usher at college functions.

Sigma Upsilon, founded in 1906, is a national honorary organization for writers. It was limited formerly to men's colleges but now includes a small number of women's colleges. The Queens College chapter was established in May, 1951. Membership is based primarily upon literary ability and active participation; selection of members is usually made once a year from members of the sophomore, junior, and senior classes and from the faculty.

Delta Omicron, international music fraternity for women, was established at Queens College in May, 1959. The national organization was founded in 1909 at the Cincinnati Conservatory of Music. Membership is open to students doing major or minor work in music, to music faculty, to professional musicians, and to concert artists. Scholarship of high quality is requisite to membership.

SPECIAL HONORS

Dean's List

Students maintaining high scholarship averages are named in this list. They must carry *at least* 15 semester hours and achieve not less than three A's and two B's. When the course load is 18 semester hours, the student must achieve not less than four A's and two B's. Students who are doing student teaching and carrying 14 semester hours must have the equivalent of three A's and one B in academic subjects. The dean of the college will review the records of students carrying a number of courses giving less than three semester hours credit.

Commencement Marshals

The marshals are selected on the basis of scholastic averages. The chief marshal is the junior with the highest average; and the other six marshals are the next two juniors, sophomores, and freshmen maintaining highest averages in their respective classes. Marshals serve at all formal academic occasions.

Graduation with Honors

The titles of *summa cum laude, magna cum laude,* and *cum laude* shall be awarded by the administration after consultation with the Honors Committee.

AWARDS

Algernon Sydney Sullivan Award

The award is made by the New York Southern Society to perpetuate the memory of its founder, Algernon Sydney Sullivan, whose dominant characteristics were love for and service to others.

"The recipients of the Award shall be chosen by the faculty of the college. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind, and conduct as evince a spirit of love for and helpfulness toward other men and women."

Alpha Delta Pi Award in Mathematics

The local chapter of Alpha Delta Pi makes an award to the senior who has made the highest average in mathematics.

Alpha Gamma Delta Art Award

The local chapter of Alpha Gamma Delta offers an annual award to a student excelling in a particular area of art.

American Guild of Performing Artists Membership

A membership in this society is awarded to a student who shows unusual promise as a performing artist.

Gordon Keith Chalmers Personal Library Award

This award is made by an anonymous donor to honor Gordon Keith Chalmers, distinguished teacher, literary figure, and educator. The $35.00 award is made to the student whose personal library is judged the best in quality and significance. A faculty committee judges the libraries.

The Chi Omega Social Science Award

The Theta Gamma Chapter of Chi Omega offers each year an award of $10.00 to the student with the highest average in sociology, history, or economics.

Coronet Award

An award is made to the member of the staff of the annual who has made the most significant contribution to the work of the staff.

The Creative Writing Cup

To give concrete recognition to those who show determined effort at creative writing for the college magazine, the student body gives a silver cup.

The Stuart D. Currie Award

The Stuart D. Currie Award is presented to the senior who has made the most distinctive contribution in the field of Bible and religion.

The Delta Omicron Award

The local chapter of Delta Omicron offers an emblem to a member to recognize outstanding musical service to the fraternity, the school, and the community.

German Awards

The German Embassy offers several books to students doing outstanding work in the language classes.

The John A. Holliday Choir Award

The John A. Holliday Choir Award of $25.00 is given to a senior member of the choir whose contributions to this group have been exceptionally outstanding.

The Jernigan Journalistic Award

The Jernigan Journalistic Award is given in recognition of outstanding work to a member of the *Signet* staff.

Kappa Delta Science Award

The local chapter of Kappa Delta awards $10.00 to the senior with the highest average in chemistry or biology (first choice) or mathematics (second).

Charlotte Panhellenic Award

The Panhellenic Congress of the city of Charlotte has established an award of $50.00 which goes to an outstanding freshman for meritorious scholarship, personality, and community contribution.

Phi Mu Award in English

The Queens College chapter of Phi Mu gives an award for excellence in the field of English.

The President's Cup

The President's Cup is awarded each year to the class that has accumulated the greatest number of points in activities and tournaments sponsored by the Recreation Association. Points may be gained not only for winning a tournament, but for class participation as well.

The Queens College Panhellenic Scholarship Cup

The Panhellenic Council has provided a cup which is awarded for a period of a year to the sorority making the highest academic average.

Recreation Association Awards

Trophies are awarded to the classes which win the interclass competitions and to the student who is considered the best-all-around athlete.

Sigma Mu Awards

The local chapter of Sigma Mu, honorary scholastic fraternity, awards annually two prizes of $5.00 each. One prize is for the best piece of creative work (art, literature, or music) submitted by any student; the second is for the best piece of research submitted by any student.

Sigma Upsilon Award

The Cakes and Ale chapter of Sigma Upsilon offers an award of $10.00 to a member of the freshman class for excellence in writing.

Courses of Instruction

Courses are listed by departments. Courses numbered 100 to 299 are primarily for freshmen and sophomores; those numbered 300 to 499 are primarily for juniors and seniors; freshmen may take no more than six semester hours in 200 level courses; they may take no courses at the 300-400 level.* Sophomores may take no more than nine semester hours in courses numbered 300 and above.

Courses open to lowerclassmen are also open to upperclassmen unless stated otherwise.

A course with hyphenated numbers extends throughout the session and must be completed before credit is allowed unless permission for credit for one semester is obtained from the instructor and the dean of the college.

Semester hours of credit carried by a course are indicated in parentheses after the course title. Unless otherwise indicated, a course carrying three semester hours credit meets three times a week; a course carrying two semester hours credit meets twice a week, etc. When a course is offered in alternate years only, the year in which it will be given is shown.

Queens Scholars Seminar for Freshmen

The main aim of this course is to prepare the students for effective independent study as a basis for their continuing education during and after college. The emphasis will be upon helping them develop a high level of competence in dealing with ideas. The course will meet the requirement of six semester hours of English composition.

Honors Colloquium

The Honors Colloquium titled "Youth in the Contemporary World" is offered 1967-1968. (See page 31.)

*Exceptions are made for students receiving advanced standing.

ART

Professor George A. Shealy; Professor Adams; Associate Professor Moose*; Assistant Professor Gebhardt; Assistant Professor Thomas F. Mason; Assistant Professor McClanahan; Miss Griffiss.

CONCENTRATION: Art 100, 205, 206, 211, 212, 331, 332, and at least nine additional hours from art courses numbered 300 and above, as approved by the major advisor.

100. INTRODUCTION TO ART. (3)

An introduction to the visual arts, with the aim of developing an appreciative attitude through a study of the basic aesthetic principles as they apply to painting, sculpture, and architecture.

203. DRAWING I. (3)

Drawing from still life, figure, and landscape in charcoal, pen and ink, wash, and various other media with emphasis on line, form, and composition. Primarily for the non-art major who wants to develop talent and interest in visual expression.

Six hours studio a week.

205, 206. ART STRUCTURE. (3, 3)

A basic course in the fundamentals of art; drawing, composition, two and three dimensional design. The student is required to work in a number of graphic media throughout the course.

Studio fee: $10.

Six hours studio a week.

Prerequisite: Art 100; Art 205 for Art 206.

211. ANCIENT AND MEDIEVAL ART. (3)

A study of architecture, sculpture, and painting from prehistoric times to the Renaissance.

212. RENAISSANCE ART TO THE PRESENT TIME. (3)

A study of architecture, sculpture, and painting from the Renaissance to the art schools of Europe and America.

213. METHODS IN ART EDUCATION. (2)

A course specifically designed to make a systematic study of art in the elementary school. The content includes a study of the principles of art education; art principles such as drawing, design, and color; and the application of these principles in selected craft areas.

Studio fee: $10.

Four studio hours a week.

Prerequisite: Art 100.

*On leave of absence 1967-1968.

223. Ceramics. (3)

A basic course in the use, forming, and glazing of clay with emphasis on form, proportion, and ornament.

Studio fee: $15.
Six hours studio a week.

300. Principles of Art Education. (2)

The course offers an exploration of the historical and contemporary approaches to the field of art education and extensive opportunity to observe classroom teaching of art in the local schools.

302. Painting. (3)

A course in fundamentals using various painting techniques and media such as watercolor, oil, and acrylics.

Studio fee: $15.
Six hours studio a week.
Prerequisite: Art 205, Art 206.

304. Drawing II. (3)

Advanced figure and landscape work with special emphasis on the inventive and imaginative use of various graphic media. This course is primarily for the art major.

Six hours studio a week.
Prerequisite: Art 203 or Art 205.

314. Sculpture. (3)

Fundamental studies in the creative organization of space, volume, and mass. Emphasis is placed on the problems of modeling in clay, casting, and direct carving. Analysis of great sculpture of all ages.

Studio fee: $15.
Six hours studio a week.
Prerequisite: Art 205, 206.

315. Advanced Sculpture. (3)

A course primarily concerned with the elements of abstract form, mass, volume, and spatial relationships and their application to various materials.

Studio fee: $15.
Six hours studio a week.
Prerequisite: Art 314.

324. Pottery. (3)

Advanced studies in the forming of clay, the use of the potter's wheel and decorative glazes. Examination of pottery in relation to industry.

Studio fee: $15.
Six hours studio a week.
Prerequisite: Art 223.

331, 332. Design and Composition. (3, 3)

Advanced studies in two and three dimensional design and pictorial composition. Special emphasis on studies in form, value, and color carried out in a variety of media.

Studio fee: $10.
Six hours studio a week.
Prerequisite: Art 205, 206; Art 331 for Art 332.

401, 402. Advanced Painting. (3, 3)

The human figure, landscape, and still life are used for study and pictorial statements with emphasis on the student's personal expression. The student may work in any painting medium and technique.

Studio fee: $15.
Six hours studio a week.
Prerequisite: Art 302.

405. Nineteenth Century Painting. (3)

A study of the various schools, artists, and cultural upheavals from David to the post-Impressionists that have influenced and directed modern art.

406. Twentieth Century Painting. (3)

A study of the rapidly expanding art of this century explored through the various schools, philosophies, and artists of Europe, the United States, and Mexico.

425. Visual Communication: Letter Forms. (3)

A study of letter forms and their development in writing; also type faces. Majuscule and minuscule characters, the writing theories of Arrighi, and the Trajan letters are explored for calligraphic style and as a continuous source of letter beauty and clarity. The rendition of classic and contemporary type faces as used in printing today is also developed by the student.

Studio fee: $10.
Six hours studio a week.
Prerequisite: Art 321, 322.

426. Visual Communication: Design in Advertising and Publishing. (3)

Design and letter forms as they apply to advertisements, packaging, promotion, and publishing are explored and developed by the student as a foundation for professional work in this area. Studio procedures, practices, and methods of preparing art work for reproduction are also covered.

Studio fee: $10.
Six hours studio a week.
Prerequisite: Art 425.

450. Problems in Art. (3)

Students who have displayed unusual talent and scholarship may take advanced work in specialized areas of art with permission of the department head and instructor. No student may take work in more than two areas.

Studio fee: $15 when applicable.

BIBLE AND RELIGION

Professor Wright; Associate Professor Mary Lee Taylor; Associate Professor Zeluff; Assistant Professor Jackson.

CONCENTRATION: Both patterns of concentration require basic study of the whole Bible. Recommended are 321, 322 (either with or without prior Bible courses), or, as an alternate, 301 and 411 preceded by six hours of introductory work from 101, 102, 203, 204. Further requirements are as follows:

CONCENTRATION A, a general program. Work in the Bible as listed above; six hours in world religions; 445; and other courses in the department to total 30 hours. These may include six hours in philosophy or in closely related courses in history, literature, music, or sociology when approved by the major advisor.

CONCENTRATION B, emphasizing Christian Education training. Work in the Bible as listed above; 315, 316, 331, 332, 431, 432; and other courses in the department to total 33 hours. These may include six hours in philosophy or in closely related music courses when approved by the major advisor.

Students concentrating in the department can work out an approved training program to qualify for certification as Associates in Christian Education. The courses in Christian education have been planned in consultation with the Board of Christian Education of the Presbyterian Church in the United States.

BASIC REQUIREMENT: Group 8 requires six semester hours in which the major emphasis is study of the Bible. The student should plan a continuous year of work, consisting of Old Testament followed by New Testament. Successful completion of any two of the following courses will fulfill the requirement: 101, 102, 203, 204, 212, 301, 312, 321, 322, 411.

101. THE HEXATEUCH. (3)*

Introduction to the nature of the Biblical writings and to methods of Bible study. Readings in Genesis through Joshua, tracing the formation of Israel, its covenant concept, laws, and worship.

Not open to seniors.

102. THE SYNOPTIC GOSPELS. (3)*

A study of the heritage, life, and ministry of Jesus as shown in the Gospels of Matthew, Mark, and Luke.

Not open to seniors.

Prerequisite: Bible and Religion 101 is recommended.

203, 204. INTRODUCTION TO THE STUDY OF RELIGION. (3, 3)*

A basic course which aims to develop the student's understanding, sensitivity, and critical standards with regard to a variety of kinds of religious material.

Both semesters, the Bible and its world (Old Testament and New Testament) furnish the principal subject matter and point of reference; the first semester includes orientation to methods of Bible study. Other subject matter in the course is diverse. It may be drawn from other religions, Christian history, ethics, religious drama and art, contemporary theology—in short, from any part of the range of data comprising religion as a liberal arts discipline.

Prerequisite: 203 for 204.

*Not more than six hours may be taken from Bible and Religion courses 101, 102, 203, 204.

212. The Early Christian Movement. (3)

A study of the life and thought of the early Christians as set forth in Acts and the Gospel of John.

Alternate years; offered 1968-1969.

301. Prophetic Religion. (3)

A study of selected Hebrew prophets, stressing their background, message, and relevance for their own time and for today.

Alternate years; offered 1967-1968.

[Philosophy 303. Oriental Philosophy. (3)

A survey of Asian cultures and the systems of thought that have had lasting impression on the Orient, with intensive study of some of the major ideas that have influenced the development of Oriental religions and philosophy. Major emphasis will be put on the development of Hinduism and its legacy to Buddhism. To some extent the growth of Buddhism throughout Asia will be traced. Confucianism and Taoism will be considered as they both relate to the development of Chinese and Japanese thought. See Bible and Religion 304.]

304. Religions of the Near East and West. (3)

Historical and contemporary interpretive study of Judaism, Islam, Communism, and Western humanisms. The situation of Christian faith in the midst of a religiously pluralistic world is also examined.

This course combined with Philosophy 303 provides a year's study of world religions.

312. Devotional and Wisdom Literature of Israel. (3)

A study of Psalms, Proverbs, Ecclesiastes, and Job, dealing with the historical situation in which each book was written, its form and message, and its significance for ancient Israel and for today.

Alternate years; offered 1967-1968.

315, 316. History of Christianity. (3, 3)

A historical survey of Christian life and thought, in their interaction with changing cultural contexts. Consideration of the Christian view of the significance of history. First semester, origins to early medieval; second semester, late medieval to modern.

Prerequisite: One year of Bible, or History 101-102; also 315 is prerequisite to 316.

321. Survey of the Old Testament. (3)

A study of the history, literature, and faith of ancient Israel as revealed in the writings which comprise the Old Testament.

322. Survey of the New Testament. (3)

A study of the history, literature, and faith of the New Testament.

Prerequisite: Bible and Religion 321 is recommended.

331. Introduction to Christian Education. (3)

Introduction to the church's ministry of education with emphasis on the nature and mission of the church, the Biblical and theological basis of Christian education, and the theory and history of curriculum. Course designed not only for professional preparation but for any student wishing to understand better what it means to be a church member.

332. Principles of Religious Growth of Children and Youth. (3)

A study of the characteristics and needs of children and youth; consideration of the principles and methods of guiding them in their Christian growth. In conjunction with this course, students observe and participate in the educational program of a local church.

Prerequisite: Bible and Religion 331.

Alternates with Bible and Religion 431; offered 1967-1968.

344. Christian Ethics. (3)

A systematic study of the foundations of Christian ethical theory and of Christian norms for action, in the light of non-Christian alternatives. Reference to ethical issues encountered through other academic work; critical study of ethical problems in present-day individual and social life.

Prerequisite: One semester of New Testament study.

410. Independent Study With Summer Practicum. (3)

Summer employment on a church staff under supervision of a Director of Christian Education, and coordinated study planned and supervised by the department at Queens College. Assignment either in or beyond the Charlotte area, but in no case to the student's home church. At least eight weeks of responsible work in such areas as youth program or music program; written report of this work; evidence of substantial reading from assigned bibliography; and a paper on an approved topic. Final evaluation of student's performance is made by the department of Bible and religion.

Offered only in the summer.

Prerequisites: Concentration in the department, completion of junior year, and permission of head of department.

411. The Writings of Paul. (3)

A study of Paul's life and thought against the background of first century Judaism and Hellenism.

Alternate years; offered 1968-1969.

425. Studies in Religion. (2 or 3)

Seminar, workshop, and/or directed readings. Either semester.

Open to advanced students by permission of the head of the department.

431. Principles of Adult Christian Education. (3)

A study of the adult's responsibility in the teaching ministry of the church, with particular emphasis on the nature of man and his present needs as well as various methods of adult education. In conjunction with this course, students observe and participate in the educational program of a local church.

Prerequisite: Bible and Religion 331.

Alternates with Bible and Religion 332; offered 1968-1969.

432. Christian Worship. (3)

Introduction to the history, the theology, and the elements of Christian worship; the relationship of worship to Christian education.

Alternate years, during first semester; offered 1968-1969.

445. Modern Christianity. (3)

Intensive reading and discussion of selected works from contemporary theologians, seen in interaction with the circumstances of modern man. Works by Schleiermacher, Kierkegaard, Buber, Dewey, R. Niebuhr, Barth, Bonhoeffer, etc. are studied. As background, there is a brief survey from the Reformation to the 19th century, to trace main trends leading into the present.

BIOLOGY

Professor Fehon; Professor Thompson; Assistant Professor Coffey; Assistant Professor Martin.

Concentration: Thirty semester hours from biology courses numbered 200 and above as approved by the major advisor. Students concentrating in biology are required to take eight semester hours of chemistry and three semester hours of mathematics. Chemistry 403, 404 may be substituted for biology electives. Candidates for teaching certificates may substitute as many as four semester hours of Education 442 for biology electives. Students concentrating in biology are advised to take physics.

Prerequisite: Biology 103 is prerequisite to all other courses in the department.

103. Principles of Biology. (4)

An introduction to the principles underlying the activities of living organisms; origin of life; molecular biology; cell structure and function; heredity; laboratory emphasizes the scientific method.

Three hours lecture and two hours laboratory a week.

Prerequisite: A knowledge of basic chemistry is recommended.

104. Plant Biology. (4)

The fundamentals of botany; survey of the plant kingdom; study of the organization and activities of plants; evolution of plant life.

Three hours lecture and two hours laboratory a week.

106. Animal Biology. (4)

The fundamentals of zoology; survey of the animal kingdom; study of the organization and activities of animals; evolution of animal life.

Three hours lecture and two hours laboratory a week.

201. Invertebrate Zoology. (4)

A study of the invertebrates, exclusive of insects and parasites except for a brief introduction to these groups; comparative anatomy and physiology; natural history; systematics and evolution.

Three hours lecture and three hours laboratory a week.

Prerequisite: Biology 106.

210. Bioecology. (4)

The relationship of organisms to their environment; populations and communities; aquatic and terrestrial habitats.

Six hours lecture and laboratory or field work a week.

Prerequisite: Biology 104, 106.

Alternate years; offered 1967-1968.

300. Cell Biology. (4)

A study of cell structure and physiology; laboratory emphasizes research methods including instruments and techniques used in studying cells.

Three hours lecture and three hours laboratory a week.

Prerequisite: At least one year of college chemistry; Biology 104 and 106 are recommended.

301. Vertebrate Embryology. (4)

A study of the development of vertebrates with emphasis on the frog and chick; an introduction to experimental work in this field.

Two hours lecture and four hours laboratory a week.

Prerequisite: Biology 106.

Alternate years; offered 1968-1969.

302. Comparative Vertebrate Anatomy. (4)

A comparative study of representative vertebrate types; the evolution of vertebrates.

Two hours lecture and four hours laboratory a week.

Prerequisite: Biology 106.

Alternate years; offered 1967-1968.

305. Plant Systematics. (4)

The development of systems of classification; study of basic principles; practice in identification.

Three hours lecture and three hours laboratory a week.

Prerequisite: Biology 104.

Alternate years; offered 1967-1968.

306. Microbiology. (4)

Survey of microorganisms; the bacterial cell; bacterial metabolism; microbial ecology; identification of bacteria; reports and independent studies of selected topics.

Three hours lecture and three hours laboratory a week.

Prerequisite: Eight semester hours of chemistry. Biology 104 is recommended.

310. Marine Biology. (4)

Survey of marine science; introduction to marine ecology; identification and classification of local fauna and flora.

Four weeks, summer session only, at Pawleys Island, South Carolina.

Prerequisite: Biology 201. Biology 104 is recommended.

320. Vertebrate Biology. (4)

Natural history, systematics, distribution; recognition of regional fauna with emphasis on bird life.

Six hours lecture and laboratory or field work a week.

Prerequisite: Biology 210. Biology 302 is recommended.

Alternate years; offered 1968-1969.

402. Genetics. (3 or 4)

The principles of heredity and variation in plants and animals.

Three hours lecture a week. Three hours laboratory optional, with permission of the instructor.

Prerequisite: Three semester hours of mathematics or Psychology 305.

405. Marine Ecology. (4)

Reading and study of the literature of marine ecology; research methods; independent studies and reports.

Four weeks, summer session only, at Pawleys Island, South Carolina.

Prerequisite: Biology 310.

Offered when there is sufficient demand; not offered summer 1967.

425. Biology of Parasitism. (4)

An introduction to biological principles involved in parasitism of animals including man; host parasite relationships; ecology; structure and classification.

Three hours lecture and three hours laboratory a week.

Prerequisite: Biology 201.

450. Independent Studies in Biology. (1-4)

Research projects in the area of the student's interest; written report and oral examination required; summer research in marine biology. May be taken more than once but total credits may not exceed six semester hours.

Prerequisite: Permission of the instructor.

CHEMISTRY

Professor McEwen; Professor Duncan; Professor Trimble.

Concentration in Chemistry: Chemistry 100, 101, 102, 203, 303, 304, 306, 401, 403, 404, and 402 or 450; mathematics through integral calculus; and Physics 101, 102; German or Russian is advised.

Concentration in Biochemistry: Chemistry 100, 101, 203, 303, 304, 403, 404, and four hours chemistry elective; Biology 103, 106, 306, and 12 hours biology electives; Mathematics 101, 102; Physics 101, 102.

Chemistry 100 and Chemistry 101 are prerequisite to all other chemistry courses.

100. Chemistry Survey. (4)

This course is for all students and is a general descriptive survey of the main fields of chemistry with the exception of physical chemistry. An attempt is made to cover material not included in the modern high school chemistry courses. The several aims of this course are: to introduce the student to the historical background of modern chemistry; to illustrate the descriptive chemistry of several of the most important elements and compounds; and to emphasize the use of formulas, equations, and stoichiometric relationships. Laboratory work provides skills in laboratory techniques and quantitative measurements.

Three hours lecture and three hours laboratory a week.

101. General Chemistry I. (4)

This course contains much of the material normally covered in a first course in college chemistry. The structure of the atom, including the structure of the nucleus and nuclear chemistry, the Periodic Table, chemical bonding, solids and liquids, and stoichiometric relationships involved in reactions between solutions are topics that are included in this course. Laboratory work emphasizes quantitative relationships.

Three hours lecture and three hours laboratory a week.
Prerequisite: Chemistry 100.

102. General Chemistry II. (4)

This course is designed for chemistry majors and biochemistry majors and is on the level of an elementary physical chemistry course. Topics covered here are gases, reaction kinetics, chemical and ionic equilibria, thermochemistry, and electrochemistry. Laboratory work is largely qualitative analysis with emphasis on semimicro techniques, chromatography, and spectroscopy.

Three hours lecture and three hours laboratory a week.
Prerequisites: Chemistry 100 and Chemistry 101.

203. Quantitative Analysis. (4)

Chemical principles and analytical techniques of volumetric and gravimetric analysis are studied. Emphasis is placed on the basic calculations and techniques employed in modern chemical and biochemical laboratories. The volumetric part of the course involves study of neutralization, precipitation, and oxidation-reduction reactions. The gravimetric part of the course involves study of the principles of precipitation.

Three hours lecture and four hours laboratory a week.
Prerequisites: Chemistry 100 and Chemistry 101.

303. Organic Chemistry I. (4)

An introductory course in organic chemistry which includes an integrated survey of the more important compounds of the aliphatic and aromatic series. Emphasis is placed on problems in organic synthesis. The laboratory work emphasizes procedures and preparations.

Three hours lecture and three hours laboratory a week.
Prerequisites: Chemistry 100 and Chemistry 101.

304. Organic Chemistry II. (4)

This is a theoretical course which treats the mechanisms of organic reactions in terms of modern structural theories. The laboratory work includes organic qualitative analysis, an introduction to the chemical literature, and independent work by groups of students. These groups undertake specialized problems in synthesis and study of reaction mechanisms.

Three hours lecture and three hours laboratory a week.
Prerequisites: Chemistry 303.

306. Instrumental Methods of Analysis. (4)

A second course in quantitative analysis which includes a study of colorimetry, spectrophotometry, electrodeposition, potentiometric titration, ion exchange, and chromatographic separations. Instrument construction and design examined.

Three hours lecture and four hours laboratory a week.

Prerequisites: Chemistry 203; Physics 101, 102 is prerequisite or corequisite.

401. Physical Chemistry I. (4)

A study of the laws of thermodynamics and the principles underlying chemical equilibria, electromotive force, and chemical kinetics. Laboratory work consists of experiments, largely originally designed by the students, which provide experience in precise physical measurements and provide application of the laws and principles discussed in the lectures.

Three hours lecture and three hours laboratory a week.

Prerequisite: Mathematics 202; Chemistry 100, 101, 102, 203, 303, 304; Physics 101, 102.

402. Physical Chemistry II. (4)

This course extends the material covered in Chemistry 401 to include quantum and structural chemistry, with emphasis on spectroscopy, kinetics, and photochemistry.

Three hours lecture and three hours laboratory a week.

Prerequisite: Chemistry 401.

403. Biochemistry I. (4)

Review of certain chemical principles dealing with solutions with emphasis on pH. Study of the chemistry of carbohydrates, lipids, proteins, and nucleoproteins. Laboratory work is quantitative in nature.

Three hours lecture and three hours laboratory a week.

Prerequisite: Chemistry 100, 101, 203, and 303.

404. Biochemistry II. (4)

Emphasis is on enzymes and on metabolism. Laboratory work is quantitative in nature and introduces the student to modern biochemical methods.

Three hours lecture and three hours laboratory a week.

Prerequisite: Chemistry 403.

450. Directed Individual Studies. (2, 3, or 4)

Individual research conducted by the student.

Open to advanced students by permission of the instructor.

ECONOMICS

Associate Professor Webb; Visiting Assistant Professor Brewer.

Concentration: Economics 203, 204, 301, 302, 401, 402, 412, and nine semester hours of courses in economics or related subjects as approved by the major advisor. Approval will ordinarily be extended to certain courses in mathematics, history, political science, sociology, psychology, and geography. However, no more than six semester hours from any one of these fields will be credited to the major program.

101. American Economic Development. (3)

A study of economic development in North America since 1492.

Open to freshmen only.

203. Principles of Economics I. (3)

A survey of the principles of economics governing the system of private enterprise; dealing with the application of these principles to economic aggregates. Particular attention is given to the commercial banking system; the role of money in the economy; the determination of national income, economic growth and development, and central bank and government policies to influence these aggregates.

204. Principles of Economics II. (3)

A survey of the principles of economics dealing with the application of these principles to specific components of economic analysis. Particular attention is given to the pricing process, theory of the business firm, the allocation of resources, the distribution of income in the economy, and international economic relationships.

It is suggested that Economics 203 and 204 be taken in sequence.

301. Money and Banking. (3)

A study of the fundamental theories and principles of money, credit, and banking in the United States. In addition to the theory of money, emphasis is placed on the operation of the commercial banking system and its impact on the money supply; also on the structure and operation of the central banking system, and the instruments and techniques of monetary control.

302. International Economics. (3)

The development of the theory of international trade and finance through the period of mercantilism, the free-trade era, and to the revival of economic nationalism in the 1930's. Attention is also given to international balances of payments, disturbances and adjustments to the balance of payments, and to recent developments in international economic cooperation.

Prerequisite: Economics 203, 204.

305. Personal and Family Economics. (3)

A study of the management of personal and family financial affairs.

Open to juniors and seniors only.

Does not fulfill Basic Requirements, Group 6.

313. Labor Economics. (3)

A study of the development of labor organizations, union tactics, the principles of wage determination and collective bargaining; the effects of collective bargaining on the economy; mediation and arbitration; and some phases of labor legislation.

401. Intermediate Economic Theory. (3)

The development of the theory of consumer choice and the pricing process, theory of the firm and market structures, the allocation of resources, and the theory of income distribution.

Prerequisite: Economics 203 and 204 or equivalent.

402. Economics Seminar. (3)

The objective is to permit students to follow a course of directed study in some field of particular interest.

Open to economics majors with permission of the instructor.

412. History of Economic Thought. (3)

An examination of the contributions to economic thought by the "worldly philosophers" such as Smith, Ricardo, Malthus, Mill, Marx, Walras, Jevons, Marshall, and Keynes. Major emphasis is placed on the Classical, Neoclassical, and Keynesian schools of thought. Special attention is given to the social, political, and economic conditions of the times in which the men lived.

Prerequisite: Economics 203 and 204 or permission of the instructor.

426. Comparative Economic Systems. (3)

An objective examination of the ways in which productive resources are allocated, production of goods and services organized, and products are distributed among individuals under such differing economic systems as capitalism, socialism, communism, fascism, and their variants.

Prerequisite: Economics 203, 204 and permission of the instructor.

Offered Only in the Department of Adult Education

207, 208. Introductory Accounting. (3, 3)

Study of fundamental principles of accounting and preparation of financial statements; consideration of basic principles applied to partnerships, corporations, manufacturing and trading enterprises; and the application of these principles through actual laboratory practice.

Prerequisite: Economics 207 or equivalent is prerequisite to 208.

303, 304. Intermediate Accounting. (3, 3)

An expansion and elaboration of principles presented in Introductory Accounting, with emphasis on analysis and solutions of original problems.

307, 308. Cost Accounting. (3, 3)

Emphasis is on cost accounting as a management tool for attaining the profit objective of business operations; a study of job-order, process, and standard cost-finding systems; accounting for labor, material, and manufacturing expense; distribution costs and cost reports that pertain to management.

309, 310. Federal Income Tax Accounting. (3, 3)

An analysis of the federal tax laws as they apply to the income of individuals, partnerships, and corporations. Accounting problems arising from the laws emphasized and illustrated through the preparation of income tax returns.

315, 316. Accounting Law. (3, 3)

This course is planned for those preparing for the commercial law section of the semi-annual CPA examinations, as well as for those who are studying to meet the college credit requirements in accounting for the state of North Carolina. The subject matter is treated in a careful, logical arrangement and in progressive sequence. Material discussions include contracts, personal property, negotiable instruments, agencies vs. business organizations, security bankruptcy, and administrative law.

349, 350. Management Development. (3, 3)

This course is designed to fit the needs of the first-line supervisor and the middle-management person. Its purpose is to improve the performance of such persons and to prepare them to advance within these jobs. The basic function of the course is to teach the student to manage a unit, a section, or a department within a business or industrial firm.

Prerequisite: Economics 203, 204 or equivalent.

407, 408. Advanced Accounting. (3, 3)

Advanced treatment of partnerships and corporations, specialized statements, statement of affairs, realization and liquidation, estates and trusts, parent and subsidiary accounting, and consolidated statements.

EDUCATION

Associate Professor Medlin; Associate Professor E. H. Mason, Jr.; Assistant Professor Smith.

Teacher Certification: Early planning for certification is advisable. Students should consult the special bulletins on teacher education issued by the department. For all certificates, Psychology 201-Education 202 should be taken during the sophomore year, and Psychology 307 should be taken during the junior year.

202. Educational Psychology. (3)

A study of those psychological principles of particular importance in educational practices. This includes the role of readiness; the development and role of emotions; motivation; reactions to frustration; the assessment of abilities and personality; the role and characteristics of psychological tests. The basic principles of learning and their application to the classroom are emphasized.

Prerequisite: Psychology 201.

305. Children's Literature. (3)

Course activities include: surveying the reading interests of children of elementary school age; studying various types of children's literature; finding ways of bringing children and good books together; and considering the uses to which children put their reading.

311. Health Education in the Elementry School. (2)

A course for the prospective elementary classroom teacher; study of the role of the teacher in the total school health program, her responsibilities to the teaching of health, and to the health of the school child. Some of the areas studied are detection of the unhealthy student; procedures to follow after detection; areas of health problems of children at different age levels; methods of presenting health problems, methods of integrating health with other subjects; materials and teaching aids available; use of community services; and ways of helping the school child develop an active interest in his own health and safety and that of others. Each student has an opportunity to present in the class lessons and materials on the elementary school level.

312. Physical Education in the Elementary School. (3)

A course designed for the prospective elementary classroom teacher, including an overall view of the aspects of teaching physical education; its place in the total school program; facilities, equipment and safety procedures necessary for a successful program; skill progression and types of activities appropriate for elementary age groups; materials available; equipment that can be made; and importance and relationship of physical education to other areas. Teaching experience is gained by first observing, then actually teaching a number of physical education classes under specified public school classroom teachers.

Note: It is strongly recommended that students preparing to teach in the elementary grades take Folk and Social Dance as one of the four required hours in physical education.

332. Principles of Elementary Education. (3)

For students beginning work in elementary school education, this course offers a survey of the development of the American school system from the colonial period to the present day, including various European influences. A second emphasis is placed on the principles of elementary education and the teacher's role in relation to the purposes, organization, and administration of the elementary school including the national, state, and local levels of the educational structure.

341. Philosophy of Education. (3)

Through a study of the historical development of education in Western civilization, the philosophical and social foundations of the present educational scene are investigated to assist the student in developing and clarifying his own philosophy of education in relation to the contemporary issues facing the American high school today.

342. Principles of Secondary Education. (3)

A study of the evolution of secondary education in the United States; an analysis of the purposes, curricula patterns, school organization, and the various roles of the secondary teacher in relation to the principles of secondary education.

401. Language Arts in the Elementary School. (3)

Presents theoretical and practical approaches to the problems of instruction in the language arts involving reading, spelling, handwriting, speaking, and listening. Course is to help beginning teachers understand the trends in teaching the various aspects of the language arts and to provide specific suggestions useful in classroom practice. Students observe in public school classrooms and participate in activities in the areas studied.

402. Methods and Materials of Instruction in the Elementary School. (3)

Instructional areas are studied including goals, objectives, and detailed analysis of methods and materials used in an elementary school with particular emphasis on mathematics, science, and social studies. Students observe in public school classrooms and participate in activities in the areas studied.

415. Curriculum for the Nursery-Kindergarten. (3)

Emphasis is placed on understanding the nature of children of nursery-kindergarten age and providing an educative environment which will include experiences and guidance for each child, appropriate to his individual potentialities and needs. Studies of nursery-kindergarten programs will be made to include the teacher's approach to her work, the emotional climate, the physical environment, relationships with parents, and areas of the nursery-kindergarten curriculum.

Offered in summer only.

416. Methods and Material for Instruction in the Nursery-Kindergarten. (3)

Methods and materials used in nursery schools and kindergartens will be surveyed in relation to the individual interests, aptitudes, and needs of children. Emphasis will be placed upon new approaches as well as such skills, learnings, understandings, and appreciations as literature, language development, perceptual training, social awareness, group living, beginning science, listening, and prewriting.

Offered in summer only.

442. Directed Teaching and Methods in Secondary Schools. (8)

The first half of the semester is devoted to the study of methods of instruction and resource materials in each of the teaching fields. The last eight weeks of the semester involves full-time observation and student teaching in selected junior and senior high schools.

Admission to the course is by recommendation of the director of student teaching and the major department.

Additional fee for student teaching: $40.

444. Observation and Student Teaching in the Elementary Grades. (6)

An eight-week period of observation and student teaching in selected elementary schools.

Admission to the course is by recommendation of the director of student teaching and the major department.

Additional fee for student teaching: $40.

450. Individual Studies in Education. (3)

A course for experienced classroom teachers interested in intensive study of a professional problem. Programs of study to satisfy individual student's interests and needs are planned by the student with the help of the instructor. Seminars and conferences with the instructor provide the student opportunities to secure professional advice. Persons interested in enrolling in Education 450 are urged to confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated.

Admission by permission of the instructor.

Prerequisite: Classroom teaching experience.

ENGLISH

Professor Lovell; Professor Newman; Associate Professor Chalmers; Assistant Professor Freeman; Assistant Professor Hadley; Assistant Professor Maxfield; Assistant Professor Miscally; Mrs. Boyd Hill Davis; Mrs. Fogartie; Miss Gaskell; Miss Ross.

English composition (p.), literature (p.), and speech and dramatic arts (p.) are organized for convenience together in the English department. The concentration is in literature. Courses offered in English composition and in speech and dramatic art do not count toward the concentration in literature.

English Composition

101-102. English Writing and Reading. (3,3)

A course designed to help students learn to write clearly, effectively, and convincingly, and to read with comprehension and critical insight. The emphasis is mainly upon exposition.

305. An Introduction to Journalistic Writing. (3)

A study of newspaper methods and the techniques of news writing. Practical experience in reporting.

306. News Writing and Editing. (3)

A continuation of Composition 305, designed to give more extensive training in news writing and to acquaint students with elementary problems of editing and make-up.

Prerequisite: Composition 305.

307. Advanced Composition. (3)

A study of the principles of writing, with special attention to observation and reflection, form and meaning, modern usage, and effective expression.

321. Studies in Language. (3)

A course intended to give the student a general view of language and some intensive work in one area of language study, such as the following: history of language, history of grammar, lexicography, language and culture, dialects and language variations, semantics, and language theory.

The class will be conducted as a seminar in which students will be expected to do independent study in a selected area and make reports to the class.

322. Studies in Linguistics. (3)

A study of the main tenets of structural linguistics, with some attention to the relation between linguistic theories and older theories about language.

450. Directed Study in Composition. (2 to 4)

Independent investigation of a topic by means of a thesis or a project to be developed through directed reading, bibliography, and practical application of findings.

Literature

Concentration: Literature 207 and 208; Literature 421-422; and at least 18 additional semester hours from literature courses numbered 300 and above, as approved by the major advisor.

Prerequisite for all literature courses numbered 300 or above: Literature 207 and 208.

207, 208. Introduction to Literature. (3, 3)

Beginning reading techniques for understanding and enjoyment of poetry, fiction, and drama. The first semester will emphasize techniques used in analyzing all three types of literature. The second semester will consider ways in which the three types are essentially different.

Literature 207 is prerequisite to Literature 208.

308. Literary Composition. (3)

Practice in writing and in criticism of the essay, short story, and poem, in view of a final piece of sustained, related work, for students with interest in and aptitude for composition.

Permission of the instructor required.

309. Studies in Literary Forms. (3)

Intensive explorations of the nature and the evolution of a selected literary form.

A subtitle will be used to indicate the body of material to be studied each time the course is offered. May be taken more than once with different subtitles.

309a: The Novel. Offered 1967-1968.
309b: Comedy. Not offered 1967-1968.
309c: The Lyric to 1600. Offered 1967-1968.
309d: Tragedy. Offered 1968-1969.
309e: Greek Dramatic Literature. Offered 1968-1969.

310. Studies in Literary Movements and Attitudes. (3)

Study of a group of literary works that can profitably be considered together as representative of a particular movement, point of view, or attitude—a body of material in which there are important similarities in emotional, aesthetic, or intellectual content.

A subtitle will be used to indicate the form to be studied each time the course is offered. May be taken more than once with different subtitles.

310a: Modern American Poetry. Offered 1967-1968.
310b: Symbolism. Offered 1967-1968.
310c: Modern British Poetry. Offered 1967-1968.
310d: Neo-Classicism. Offered 1967-1968.
310e: Realism. Offered 1968-1969.
310f: Primitivism. Offered 1968-1969.
310g: Modern Drama. Offered 1967-1968.

311. Studies in Literature and History. (3)

An effort to illustrate the illumination that can be brought to literature through a study of the effect of a significant event or closely related series of events in intellectual history upon subsequent literary works.

A subtitle will be used to indicate the subject to be dealt with each time the course is offered. May be taken more than once with different subtitles.

311a: Platonism and the Renaissance. Offered 1967-1968.

311b: Rousseau and Romanticism. Offered 1967-1968.

311c: Existentialism. Offered 1968-1969.

311d: Puritanism in Literature. Offered 1968-1969.

311e: Russian Literature of the Soviet Period. Offered 1967-1968.

312. Studies in Individual Authors. (3)

Consideration of a significant and coherent portion of the work of a single author.

A subtitle will be used to indicate the author used each time the course is offered. May be taken more than once with different subtitles.

312a: Shakespeare. Offered every year.

312b: Chaucer. Offered 1968-1969.

312c: Dante. Offered 1967-1968.

312d: Dostoyevsky. Offered 1967-1968.

313. Studies in a National Literature. (3)

Consideration of some significant portion of the literature of one nation.

A subtitle will be used to indicate the particular nation considered each time the course is offered. May be taken more than once with different subtitles.

313a: American Literature. Offered every year.

313b: German Literature. Offered 1967-1968.

313c: French Literature. Not offered 1967-1968.

313d: Russian Literature. Offered 1967-1968.

317. Literary Criticism. (3)

An approach—through readings of critical theory and through student practice on actual literary work—to a method of literary evaluation.

Offered 1968-1969.

421-422. The Literature of England. (3-3)

A seminar course for junior and senior students concentrating in literature. Each student will extend her knowledge of British literature, come to understand the place of the major figures in the history of the literature, and develop some understanding of the trends and movements from Beowulf to the present.

450. Directed Study. (2, 3, or 4)

Open to advanced students by permission of the instructor.

100. Fundamentals of Theatre. (3)

A study of the basic principles and practices of the correlated arts which make up the production of a play in the theatre; the written word viewed in relation to its performance, with discussion of such elements as scene design, costume, makeup, and lighting. Discussion of the place of theatre in society, its relation to the other arts, and standards for judging theatrical performance. Field trips to theatre and campus productions.

103. Fundamentals of Speech. (3)

A technical analysis of individual voice and speech problems. Intensive study of the International Phonetic Alphabet, with individual and group practice in writing phonetic transcription, and in articulation and pronunciation.

201. Oral Interpretation. (3)

An approach to an appreciation of literature and a responsiveness to its intellectual and emotional content through training and practice in communicating it to others. Basic principles and techniques in reading poetry, prose, and dramatic literature.

315. Play Production I. (3)

An introduction to principles of stage lighting, costume design and construction, and makeup for open stage and proscenium productions. The student is introduced to standard and special lighting equipment, to methods of cross- and special-effect lighting, to proper use of colored gelatine, and to the operation of a patching panel and switchboard. Costume design, construction, and rental possibilities are studied as well as selection of materials and techniques in application of straight and character makeup. Opportunity to apply principles is provided in the production of a play.

316. Play Production II. (3)

An introduction to principles of scene design, construction, painting, and shifting for open stage and proscenium production. The student is taught how to select a style for production from various representational and non-representational methods and how to translate design into reality by the construction of standard and modified stage scenery, and by proper use of painting equipment and techniques of spattering, stippling, dry brushing, and rolling. Shifting possibilities such as flying, revolving, wagon staging, projecting, and running of scenery are studied. Opportunity to apply principles is provided in the production of a play.

349. Theatrical Presentation: Theory and Practice. (3)

Acting and directing as critical approaches to dramatic literature with practical exercises for the prospective actor-director seeking basic essentials and techniques in both arts. Actor-improvisation and characterization are studied as well as basic processes which go on during a director's interpretative study and preparation of a play for production. Opportunity to apply principles is offered each student in the assignment of one play for intensive study with full interpretation, preparation of a director's book, and staging of selected scenes containing problems in composition, movement, vocal interpretation, tempo, and climax. Participation in campus productions and trips to local theaters are encouraged.

FOREIGN LANGUAGES AND LITERATURES

Concentrations are offered in French, German, Latin-American Studies, Russian Studies, and Spanish.

Students offering two high school units of a foreign language in fulfillment of college entrance requirements will *not* receive college credit for 100 level courses in that language.

STUDY ABROAD: Students transferring credits from study programs abroad must submit transcripts for evaluation and will receive credit in languages only after examination, written and/or oral, by the department.

FRENCH

Assistant Professor Richardson; Assistant Professor Hostettler; Assistant Professor Rothé; Mr. Laughton.

CONCENTRATION: Thirty semester hours of French courses, as approved by the major advisor, of which at least 18 semester hours are to be from courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

101-102. ELEMENTARY FRENCH. (3-3)

Presentation of the basic structure of the language. First semester emphasis will be on the spoken language. Second semester the use of the written language for communication and comprehension will be included. Language laboratory facilities will be used for classwork and preparation of assignments.

201-202. INTERMEDIATE FRENCH. (3-3)

Review of the basic structure of the language in both oral and written forms, and introduction of more complex materials. First semester the emphasis is on the use of the oral language, centered around area study material. Second semester the emphasis is on the use of the written language through selected readings in literature. Facilities of the language laboratory will be used for classwork and preparation of assignments.

Prerequisite: French 101-102 or equivalent.

231, 232. SURVEY OF FRENCH LITERATURE AND CIVILIZATION. (3, 3)

First semester, introduction to French civilization and literature from the Middle Ages to 1800. Second semester, reading of selected works in the 19th and 20th centuries and study of their background; conducted mainly in French.

French 231 is prerequisite to 232; and both are prerequisite for all courses in French literature numbered 300 and above.

309. FRENCH CONVERSATION. (3)

Oral training accompanied by regular practice in the language laboratory. Oral reports and discussions assigned in advance. Conducted in French.

310. FRENCH COMPOSITION. (3)

Oral and written translations; review of grammar. Designed to increase the student's proficiency in the use of French. Conducted mainly in French.

313. Important Prose Works of French Literature. (3)

Major literary works from various periods of French literature, chosen for their value as contributions to world literature. Selected materials will be read in the original; reports will be in French. Class conducted in English.

Note: Students may elect this course as Literature 313c, Studies in a National Literature. Readings will be done in translation, and reports written in English.

Prerequisite: Literature 207, 208.

Not offered 1967-1968.

317. Medieval and Renaissance Literature. (3)

The principal literary works and genres from the *Chanson de Roland* to the beginning of the 17th century. Conducted in French.

318. Seventeenth Century Literature. (3)

Analysis of the origins and theories of French classicism: Descartes, Pascal, and Port-Royal; theatre: Corneille, Racine and Molière; poetry: La Fontaine and Boileau; novel: Mme. de La Fayette. Conducted in French.

319. Eighteenth Century Literature. (3)

Reading and analysis of texts selected from the Age of Enlightenment. Emphasis will be on Rousseau, Voltaire, Montesquieu, and Diderot. Conducted in French.

Alternate years; offered 1967-1968.

325. Nineteenth Century Literature: Romanticism. (3)

The Romantic period illustrated by the major poets and dramatists. The prose of Chateaubriand, Stendhal, Victor Hugo, and others. Conducted in French.

326. Nineteenth Century Literature: Realism and Naturalism. (3)

The novels of Balzac and Flaubert. The poetry of the Parnassian and Symbolist schools. Conducted in French.

341. Twentieth Century Literature: First Generation Writers. (3)

Proust, Gide, Claudel, Valéry, Colette, the Surrealists. Conducted in French.

Alternate years; offered 1967-1968.

342. Twentieth Century Literature: Second Generation Writers. (3)

The works of Mauriac, Malraux, Giraudoux, Cocteau, Anouilh, Camus, and Sartre; also the New Novel. Conducted in French.

Alternate years; offered 1967-1968.

451. Advanced Composition and Conversation. (3)

Designed mainly for prospective teachers of French. Analysis of the structure and phonetics of the French language. Practice in the preparation and presentation of material, using modern techniques of foreign language instruction.

Admission is by permission of the instructor. Offered on demand.

454. Seminar. (3)

An intensive investigation of a significant literary problem or period, or the works of one author.

Offered when there is sufficient demand.

GERMAN

Assistant Professor Hostettler.

CONCENTRATION: Thirty semester hours of German courses, of which at least 18 semester hours are to be from German courses numbered 300 and above.

101-102. ELEMENTARY GERMAN. (3-3)

Development of aural comprehension, speaking, reading, and writing idiomatic German.

201-202. INTERMEDIATE GERMAN. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; reading of selected lyrics, short stories, and plays.

Prerequisite: German 101-102 or equivalent.

313. IMPORTANT WORKS IN GERMAN LITERATURE. (3)

Major literary works from the classical, romantic, naturalistic, and realistic periods of German literature will be chosen primarily for their autonomous value. (Class conducted in English. Selected materials will be read in the original. Reports will be in German.)

Prerequisite: German 201-202 or equivalent.

NOTE: Students may elect to take this course as Literature 313b, STUDIES IN A NATIONAL LITERATURE. Readings will be done in translation and written reports in English.

Prerequisite: Literature 207, 208.

Alternate years; offered 1967-1968.

314. GERMAN LITERATURE OF THE 19TH CENTURY. (3)

Intensive study of selected prose and drama works of German, Swiss, and Austrian authors. Conducted in German.

Prerequisite: German 201-202 or equivalent.

Alternate years; offered 1967-1968.

315. CONTEMPORARY GERMAN PROSE. (3)

Study of prose writings from Kafka to Guenther Grass. Course conducted in German.

Prerequisite: German 201-202 or equivalent.

316. CONTEMPORARY GERMAN DRAMA. (3)

Study of dramatic works from Hauptmann to Duerrenmatt. Course conducted in German.

Prerequisite: German 201-202 or equivalent.

321-322. ADVANCED GERMAN CONVERSATION AND COMPOSITION. (3-3)

Advanced training and practice in the use of idiomatic German. Discussions and reports based on German, Swiss, and Austrian customs, folklore, and "Kulturgeschichte."

Prerequisite: German 201-202 or equivalent.

Alternate years; offered 1968-1969.

451. STILISTICS. (3)

Analysis of the structure and phonetics of German. Practice with oral presentation and composition of reports and essays. Course conducted in German.

Admission by permission of instructor.

Offered when there is sufficient demand.

452. Special Studies in German Literature. (3)

A one semester study of a topic of special interest in German literature treated as readings and/or seminar.

Admission by permission of the instructor.
Offered when there is sufficient demand.

RUSSIAN

Professor Weiant.

Concentration, Russian Studies: Russian 450 and 24 semester hours of Russian language courses; History 317, 318. Composition 322 is recommended.

101-102. Elementary Russian. (3-3)

Presentation of the basic structures of the language with its systems of inflection and patterns of usage in both written and spoken forms.

201-202. Intermediate Russian. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: Russian 101-102 or equivalent.

305. Russian Prose. (3)

Practical training in reading Russian. The main objectives are the building of a large vocabulary based on analysis of word roots, mastery of the more complex forms of syntax, and an awareness of style. Compositions and oral reports in Russian based on readings constitute the major part of the class work.

Prerequisite: Russian 201-202 or equivalent.

306. Russian Poetry. (3)

Essentials of Russian versification with readings including works of Pushkin, the Symbolists, and leading poets of the Soviet period. While occupied mainly with poetic form, there is continued emphasis on vocabulary development as well as memorization work and practice in phonetics and intonation. Oral recitation and translation into Russian and English prose will be stressed.

Prerequisite: Russian 305.

311. Russian Literature of the Soviet Period. (3)

Literature of the Soviet period is closely linked with the political and social realities of the USSR. The basic theme of the course is the familiar 20th century literary theme: the fate of the individual in modern mass society. The readings include works by important Soviet and emigré writers and have the purpose of demonstrating what solutions have been offered to the basic problem discussed in this course. Classes conducted in English, most readings and reports in Russian.

Prerequisite: Russian 305.

Alternate years; offered 1967-1968.

Notes Students may elect to take this course as Literature 311c, Studies in Literature and History. Readings will be done in translation and written reports in English.

Prerequisite: Literature 207, 208.

312. Dostoyevsky. (3)

This course has as its major purpose the examination of the basic problems of human existence raised by Dostoyevsky in his literary works. Readings for the course include the great novels in which the author's basic views of man are developed. Classes conducted in English, some readings and reports in Russian.

Prerequisite: Russian 305.

Note: Students may elect to take this course as Literature 312d, Studies in a National Literature. Readings will be done in translation and written reports in English.

Prerequisite: Literature 207, 208.

Alternate years; offered 1967-1968.

313. Masterpiece of Russian Literature. (3)

Major emphasis is placed on the explosive literary works of 19th century Russia, the quest for national and personal identity and the raising of the eternal questions that are still before the world's eye. Readings include works of Pushkin, Dostoyevsky, Chekhov, and Beliy. Classes conducted in English, some readings and reports in Russian.

Prerequisite: Russian 305 or equivalent.

Note: Students may elect to take this course as Literature 313d, Studies in a National Literature. Readings will be done in translation and written reports in English.

Prerequisite: Literature 207, 208.

Alternate years; offered 1967-1968.

450. Russian Area Research. (3)

Individual research program for students concentrating in Russian studies. Course designed to acquaint the student with the basic research techniques peculiar to the field and to create an opportunity for the student to test her resourcefulness in bringing accumulated knowledge to bear upon a specific problem of interest to her.

Admission is by permission of the instructor

SPANISH

Assistant Professor Kirby; Assistant Professor Hopper; Miss Eldred.

Concentration, Spanish: Thirty semester hours of Spanish courses, as approved by the major advisor, of which at least 18 semester hours are to be from Spanish courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

Concentration, Latin-American Studies: Spanish 301, 302, 321, 322, 431, 432, 450; History 307; and nine hours of courses 300 level or above, as approved by the major advisor, in economics, history and political science, and sociology.

101-102. Elementary Spanish. (3-3)

Presentation of the basic structure of the language with its systems of inflection and patterns of usage in both written and spoken forms.

201-202. Intermediate Spanish. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials. Classes are conducted in Spanish.

Prerequisite: Spanish 101-102 or equivalent.

301, 302. Study of Hispanic Literature. (3, 3)

Introduction to Spanish and Spanish-American literatures with major emphasis on Spanish literature, its historical background, and important trends. Concepts are developed through reading and discussion of significant works. Class is conducted in Spanish.

Prerequisite: Spanish 201-202 or its equivalent; Spanish 301 for 302.

315. Nineteenth Century Drama. (3)

Study of the romantic period, thesis play, satire or social customs, and the *genero chico*. Course will include readings from outstanding authors. Recordings of selected plays will be heard in the original. Class to be conducted in Spanish.

Prerequisite: Spanish 301, 302 or by permission of the instructor.

Alternate years; offered 1967-1968.

316. Nineteenth Century Novel. (3)

A study of the outstanding Spanish authors of regional novels and short stories. Selections will be read and discussed. Class to be conducted in Spanish.

Prerequisite: Spanish 301, 302 or by permission of the instructor.

321. Spanish Conversation. (3)

Advanced training in speaking, making reports, and comprehension. Conversations are based on daily life situations; oral reports on significant topics. Class is conducted in Spanish.

Prerequisite: Spanish 201-202 or by permission of the instructor.

322. Advanced Spanish Conversation. (3)

The current problems of Latin America are read and discussed through the works of leading Latin-American writers. Emphasis is placed on the oral use of the language and on the correct and fluent expression of ideas. Class is conducted in Spanish.

Prerequisites: Spanish 201-202, 321 or by permission of the instructor.

402. Contemporary Spanish Literature. (3)

Literature and ideas of 20th century Spain, from the "Generation of 1898" to the present. Class is conducted in Spanish.

Prerequisite: Spanish 301, 302 or permission of the instructor.

423. Drama of the Golden Age. (3)

Literary background of the Golden Age: reading and evaluation of masterpieces of drama of this period. Class is conducted in Spanish.

Prerequisite: Spanish 301, 302 or by permission of the instructor.

424. Cervantes. (3)

A study of the literary works of Cervantes, with special emphasis on *Don Quijote* and the *Novelas Ejemplares*. Class is conducted in Spanish.

Admission by permission of the instructor.
Alternate years; offered 1967-1968.

431, 432. Readings in Spanish American Literature. (3, 3)

Chronological development of Spanish American literature; readings which reflect the history, the culture, and the social and literary trends of the nations concerned. Class is conducted in Spanish.

Prerequisite: Spanish 301, 302 or by permission of the instructor.
Alternate years; offered 1967-1968.

450. Research Project and Seminar in Latin-American Studies. (3)

Terminal course for students concentrating in Latin-American Studies. Information and ideas are brought to focus on significant Latin-American problems.

Admission by permission of the instructor.
Offered when there is sufficient demand.

452. Special Studies in Spanish Literature. (3)

A one semester study of a topic of special interest in Spanish literature, treated as a readings and/or seminar course.

Admission by permisson of the instructor.
Offered when there is sufficient demand.

GEOGRAPHY

Mr. Clay.

205. Fundamentals of Geography. (3)

Both physical and social aspects of geography are treated through study of the earth's surface and man's response to his physical environment with some emphasis on reading and interpreting maps and globes.

HISTORY AND POLITICAL SCIENCE

Professor Preyer; Associate Professor Henderson; Assistant Professor Richard A. Davis; Assistant Professor Hondros; Assistant Professor Looney.

History

Concentration in History: History 101-102 and 24 semester hours in other history courses. Three semester hours in political science may count toward a history major. One course at the 200 level or above must be taken in each of the following three areas: (1) American history; (2) a period in Western civilization; and (3) Asian, Muslim, Latin American, or Russian history.

101-102. History of Civilizations. (3-3)

A study of the major regions of the world and the chief trends which influence the present-day world.

203. The United States in 1865. (3)

The rise of an American tradition; the establishment of a nation in a war-torn world; the development of the economy; expansion; sectional controversy.

204. The United States Since 1865. (3)

Reconstruction; the passing of the frontier; the nationalization of business; the Populist and Progressive movements; war and normalcy; the great depression and the New Deal; the end of isolation and life in the Cold War era.

301, 302. English History. (3, 3)

A study of the social, economic, and political growth of the nation with emphasis on the development of parliamentary government, the Empire, and the Commonwealth of Nations.

303. Individuals and Generations, 1763-1919. (3)

A biographical approach to the study of American history which will examine the impact of historical forces upon the attitudes and actions of men in different generations.

Offered 1967-1968.

306. Europe in the Middle Ages. (3)

A survey of the main trends of political, social, economic, intellectual, and religious development in medieval Europe.

Offered 1967-1968.

307. Latin-American History. (3)

A study of the historical background of Latin-American institutions with emphasis upon 20th century developments and problems.

Offered 1967-1968.

309. Europe in the Age of Revolutions, 1789-1848. (3)

A study in the forces of continuity and change in European history from the French Revolution to the revolutions of 1848.

Offered 1967-1968.

310. Europe from the Age of Bismarck to the First World War, 1848-1914. (3)

A study of the political, diplomatic, social, and cultural developments in Europe from the unifications of Italy and Germany to the European collapse.

Prerequisite: History 309.

Offered 1967-1968.

311. Ancient Civilization:
Egypt, Near East, Classical Greece. (3)

A survey of Egyptian, Near Eastern, and Greek history and civilization with emphasis being given to art, religion, philosophy, and literature.

312. Ancient Civilization: Hellenistic World and Rome. (3)

A survey of Hellenistic and Roman history and civilization with emphasis being given to art, religion, philosophy, and literature. The development of Christianity within the Greco-Roman world will be studied.

[Political Science 313. The American Constitution. (3)

The Constitution as a living document; its origins, principles, and development. Emphasis is placed on the Constitution as it is interpreted and understood today.]

317. History of Russia. (3)

The background to Czarist Russia, the emergence of Russia as a world power, the Revolution, and the expansion of Communism.

318. History of the Union of Soviet Socialist Republics. (3)

A detailed study of the USSR and its role in world affairs with particular emphasis on the organization and activities of the Communist Party, development of Soviet economic and governmental institutions, and the composition of Soviet society.

Prerequisite: History 317.

319. East Asia: The Traditional Civilizations. (3)

A survey of the development of the civilizations of Eastern Asia before the impact of the West, with emphasis on Chinese civilization and its influence on adjacent areas.

320. East Asia: The Period of Modernization. (3)

A survey of the development of Eastern Asia in response to the impact of the West, with emphasis on the contrasting responses of China and Japan.

Prerequisite: History 319.

[Political Science 323. World Politics since 1939. (3)

A survey of events and trends in world affairs since the beginning of World War II; wartime diplomacy, postwar settlements, the recovery of Europe and Japan, the breakup of old empires, and various directions taken by the Cold War. Planned to provide students with a historical background for the study of current diplomatic theory and practice.]

327. The Period of the Hapsburgs. (3)

A study of the origins and development of the power of the House of Hapsburg, the extent and involvements of the factors that contributed to its decline.

Offered only in the Queens College Study-Travel Program, The Institute of European Studies, Vienna, Austria.

[Sociology 375. The Muslims and Their Culture. (3)

The life and times of Muhammad; ideals and traditional practices of Islam; the history of the major Muslim societies and their distinctive culture; trends of contemporary change.]

403. Europe Since the First World War. (3)

Emphasis will be placed on the rise of totalitarianism, the Second World War, and the post war era.

405. Main Currents in Southern History. (3)

The concept of "The South"; settlement; the 18th century Tobacco and Rice South; the 19th century Cotton and Sugar South; Reconstruction; the New South; Southern politics; the Negro Revolt; the South and the nation today.

Offered 1967-1968.

406. The United States in the 20th Century. (3)

The 1920's, depression and recovery, the problems of domestic and international responsibility in contemporary American society.

Prerequisite: History 204.

407. The Renaissance and Reformation. (3)

A study of the political, religious, economic, and cultural developments in Europe from the 14th to the 17th centuries.

415. History of the United States From Reconstruction to World War I. (3)

A political, social, economic, and cultural history of the United States from the era of Reconstruction to the time of the country's emergence as a world power.

490. History Seminar. (3)

Discussion and analysis of causative factors in history.

491. Independent Studies in History. (3)

An opportunity for independent investigation of a topic by means of a thesis or a program of directed readings. Upon completion, there will be an oral examination conducted by department members.

Open to seniors with permission of the department.

Political Science

Concentration: Political Science 201, 307, and 313, plus 18 additional semester hours in political science and six semester hours selected from among the following: Psychology 303, 305; Sociology 204, 308, 313, 318; Economics 302, 313, 426.

Superior students should consider participation in the Washington Semester Program in which as many as 15 semester credit hours may be earned while the student is at American University in Washington, D. C.

201. American Government. (3)

American political institutions and practices. Emphasis is placed on the evolution of the Constitution, Executive-Legislative relationships, Congressional procedures, and the problems of state and city governments. Case studies will illustrate actual workings of the system in recent years.

307. Political Philosophies and Ideologies. (3)

A study of selected theories of man's relation to the state and society by examining the political works of Plato, Aristotle, Machiavelli, Hobbes, Locke, Bentham, Marx, and Camus; and fundamentals of democracy, fascism, socialism, and communism.

308. Parties and Politics. (3)

Political behavior as expressed in election campaigns, membership in political organizations, voting, and attitudes toward government. Emphasis on the relationships between society and political institutions and practices; the party system; and problems of candidates.

313. The American Constitution. (3)

The Constitution as a living document; its origins, principles, and development. Emphasis is placed on the Constitution as it is interpreted and understood today.

323. World Politics since 1939. (3)

A survey of events and trends in world affairs since the beginning of World War II: wartime diplomacy, postwar settlements, the recovery of Europe and Japan, the breakup of the old empires, and various directions taken by the Cold War. Designed to provide students with historical background for the study of current diplomatic theory and practice.

402. International Relations. (3)

The theory and practice of modern diplomacy; the process of negotiation; the role of ideology, trade, aid, propaganda, geography, population, conventional and guerilla warfare; and the United Nations in world affairs.

Prerequisite: Political Science 323 or permission of the instructor.

408. Totalitarian and Autocratic Government. (3)

Study of the social and economic factors which lead to establishment of regimes commonly known as fascist and communist; of the theory and practice of totalitarian leadership and controls. Emphasis on Nazi Germany, Fascist Italy, Soviet Russia, Communist China, Peron's Argentina, Eastern Europe, and Cuba.

410. Democratic Government. (3)

A study of the major governments usually designated as democracies; examination of common features and apparent prerequisites for establishing democracies. Major emphasis will be on the governments of Great Britain, The Commonwealth, France, West Germany, Japan, India, and Scandinavia.

418. Contemporary Latin America. (3)

A study of selected countries and topics concerning Latin-American economic, social, and political developments in recent times. Special emphasis will be placed on Brazil, Colombia, Mexico, Argentina, Peru, Uruguay, Venezuela, and Costa Rica.

491. Independent Study in Political Science. (3)

An opportunity for independent investigation of a topic by means of a thesis or a program of directed readings. Upon completion, there will be an oral examination conducted by department members.

Open to seniors with permission of the department.

HOME ECONOMICS

Assistant Professor Dunlap.

105. Clothing: Selection, Construction, and Management. (3)

Study in selection, quality and content of fabrics, up to date methods of construction, budgeting of funds used in purchase of clothing.

Two hours lecture, three hours laboratory a week.

106. Foods: Meal Planning and Service. (3)

Function of feeding the family, purchasing, preparing, serving nutritional meals; table appointments, types of service.

Two hours lecture, three hours laboratory a week.

208. Textiles: Related to Consumer Buying. (3)

Construction, content, quality, care, serviceability of textile fabrics as related to personal and household use.

209. Elementary Nutrition. (3)

Study of the nutrition requirements in relation to the needs of the human body.

309. Clothing: Design and Construction. (3)

Specific problems in relation to design and construction of clothing.

Two hours lecture, three hours laboratory a week.

400. Home Management. (3)

Aesthetic, economical, and utilitarian purposes of a home; study of home planning and furnishing, budgeting, use of equipment.

Non-resident; three hours lecture a week.

MATHEMATICS

Professor Fusaro; Professor Hoyle; Professor Oates; Associate Professor Jenkins; Mr. Vollrath.

CONCENTRATION: Mathematics 102, 201, 202, 301, 302, 308, or 401, and 12 semester hours selected from Mathematics 204, 303, 304, 307, 308, 401, 405, 406, and 450 as approved by the major advisor. Students concentrating in mathematics are required to take Physics 101, 102.

101. AN INTRODUCTION TO MATHEMATICAL ANALYSIS I. (3)

Equations, inequalities, and graphs; algebraic, trigonometric, and exponential functions.

Designed especially for students who lack a satisfactory background in college algebra and trigonometry.

102. AN INTRODUCTION TO MATHEMATICAL ANALYSIS II. (3)

A coordinate presentation of loci, using the calculus, the straight line, circle, parabola, ellipse, and hyperbola, together with an introduction to the calculus as applied to algebraic functions.

Prerequisite: Mathematics 101 or its equivalent.

105. AN INTRODUCTION TO THE PRINCIPLES OF MODERN MATHEMATICS. (3)

An elementary axiomatic development of the real number system; a study of the fundamental concepts which underlie the structure of numbers and the operations with numbers in arithmetic and algebra.

201, 202. CALCULUS I AND II. (3, 3)

A study of limits and continuity. Differentiation and integration of algebraic and transcendental functions with applications.

Prerequisite: Mathematics 102 or its equivalent.

204. PLANE AND SOLID ANALYTIC GEOMETRY. (3)

A continuation of topics in plane analytic geometry, followed by a presentation of curves and surfaces in space.

Prerequisite: Mathematics 102 or its equivalent.

301. CALCULUS III. (3)

A continuation of topics in the calculus including multiple integrals, series, expansion of functions, and partial differentiation with applications.

Prerequisite: Mathematics 202.

302. DIFFERENTIAL EQUATIONS. (3)

A presentation of the principal methods of solving ordinary differential equations. The course is designed for students specializing in mathematics and the sciences.

Prerequisite: Mathematics 301.

303. Advanced College Algebra. (3)

A modern approach to the study of such topics as complex numbers, matrices, determinants, theory of equations, permutations and combinations, probability, mathematical induction, scales of notation, undetermined coefficients, series, partial fractions, indeterminate equations, and theory of numbers.

Prerequisite: Mathematics 202.

304. College Geometry. (3)

A modern approach to the study of Euclidean and non-Euclidean geometries. This course is designed especially for students preparing to teach.

306. Statistical Methods. (3)

An introduction to the concept of statistical inference with emphasis on applications using the normal, t, chi-square, and F distributions. Primarily for persons not concentrating in mathematics.

Offered when there is sufficient demand.

307. Elementary Point-Set Theory. (3)

An elementary study of point-set theory including such topics as relations, functions, one-to-one correspondence, set designation, set operations, solution sets, null sets, unit sets, power sets, equivalent sets, countable sets, Cartesian products, Russell's Paradox, algebra of sets, an axiomatic approach to sets and Boolean Algebras.

Prerequisite: Mathematics 201.

Alternate years; offered 1968-1969.

308. Introduction to Abstract Mathematical Systems. (3)

An introductory study of abstract mathematical systems including such topics as abelian groups, noncommutative groups, subgroups, group generators, cyclic groups, Lagrange's Theorem, isomorphic groups, an axiomatic approach to groups, theorems about rings, the integers modulo m, matrices, real and complex numbers, theorems about fields, and isomorphism involving two operations.

Prerequisite: Mathematics 202.

Alternate years; offered 1967-1968.

401. An Introduction to Modern Algebra. (3)

A presentation of the theory of integral domains, fields, groups, rings, vector spaces, matrices, and other selected topics.

Prerequisite: Mathematics 202.

405. Introduction to Probability and Mathematical Statistics. (3)

An introductory study of probability as a mathematical system; random variables and distribution functions; mathematical models; testing hypotheses; estimation.

Prerequisite: Mathematics 202.

Alternate years; offered 1967-1968.

406. Statistical Inference. (3)

A study of the relation of sample to population with the consideration of statistical problems such as testing of hypotheses, estimation, and experimental design.

Prerequisite: Mathematics 202.

Alternate years; offered 1967-1968.

450. Mathematics Seminar. (3)

A seminar course in advanced phases of mathematics.

Open to senior mathematics majors with permission of the instructor.

Prerequisite: Mathematics 302.

Offered when there is sufficient demand.

MUSIC

Professor Stegner; Associate Professor May; Associate Professor Morrison; Assistant Professor Bunger; Assistant Professor Roger Drinkall; Assistant Professor Eagle; Assistant Professor Hargett; Assistant Professor Lammers; Assistant Professor Weiss; Mrs. Derry Deane Drinkall.

Concentration in Music Under *Bachelor of Arts Degree*: Forty semester hours in music including Music 100, 105, 106, 211, 212, 307, 308, 407, at least two years of ensemble work (choir, chorus, and/or instrumental ensemble) and at least one semester hour of private training in applied music for four semesters. At least 18 of the 40 hours shall be in courses numbered 300 and above. Each student will be auditioned at the beginning of the freshman year to aid in the determination of her level of proficiency in the applied areas. The following fields are some that can be elected for special emphasis under this degree: General Music, Applied Music, History and Literature, Sacred Music, and Theory.

Concentration in Music Under *Bachelor of Music Degree*: Bachelor of music candidates are required to fulfill the same basic requirements as those required of all liberal arts candidates (see page 21) except that the Group 3 requirement is four or eight semester hours. Each student will be auditioned at the beginning of the freshman year to aid in the determination of her level of proficiency in the applied areas. Also required are Music 100, 105, 106, 211, 212, 301, 302, 307, 308, 407, four years of ensemble work (choir, chorus, and/or instrumental ensemble), and the following:

1. In Applied Music: 35 additional hours in music apportioned as follows: 16 hours in a chosen instrument, half-recital in junior year, Music 400, 411 (if a piano major), three to 12 additional hours in music courses, and six to nine additional hours in other applied music. At the end of the sophomore year a qualifying examination will be given in the major applied area.

2. In Music Education: Music 321-322, 415, 416, and enough additional work in applied music to fulfill the requirements of both a major and a minor performance area. (See music bulletin for musical and technical standards in performance area.)

100. Introduction to Music. (3)

A study of the basic materials of music, a survey of the important composers, and an examination of selected masterpieces with reference to cultural background. This course does not presuppose a technical knowledge of music and is primarily designed to equip the student with sufficient information to be a more intelligent listener.

105, 106. Fundamentals of Music Theory. (3, 3)

Introduction to the fundamentals of music. Sight-singing; recognition of pitch; rhythmic and harmonic elements; elementary keyboard harmony. Basic principles of part-writing and analysis of the four-part chordal style.

211, 212. Theory of Music. (3, 3)

Analytical approach to harmonic techniques of composition in the period of common practice (Baroque, Classic, Romantic). Writing, analysis, dictation, and sight-singing in the four-part chorale style (1st semester) and in chromatic and instrumental styles (2nd semester).

Prerequisite: Music 105, 106.

230. Music Methods for Elementary Teachers. (2)

A study of materials and methods of teaching music in the elementary school. This course will deal primarily with techniques of teaching music fundamentals, supervising performing activities, and stressing ways of helping the elementary child to become an intelligent listener. A primary aim will be to prepare the potential elementary classroom teacher for music instruction on any level in the elementary school, with or without the assistance of a music supervisor.

Prerequisites: Music 100 and some basic knowledge of the fundamentals of music theory and elementary piano playing. The latter prerequisite may be met through successful examination by the instructor or through a minimum of a semester's private piano study; for example—Music 151 (one semester hour).

301. Advanced Theory I. (3)

Analytical approach to the techniques of counterpoint and contrapuntal forms with particular emphasis on the pre-Baroque and Baroque eras. Written exercises and performances of compositions in the style.

Prerequisite: Music 211.

302. Advanced Theory II. (3)

A study of the techniques of composition and form as used by composers in classic, romantic, and contemporary music. Analysis and performance in the style.

Prerequisite: Music 211.

307. Music from the Ancient Greeks through the Baroque Era. (3)

A study of the broad aspects of music in Western civilization from approximately 500 B.C. through the Baroque era. Representative composers will be discussed, and an examination will be made of the forms that developed in each succeeding period.

Prerequisite: Music 100.

308. Music in the Classical and Romantic Eras. (3)

A study of the newly perfected forms of orchestral, chamber, and keyboard music as found in the works of Haydn, Mozart, and the earlier Beethoven. That study will be followed by the examination of the progression of the romantic element in the music of the 19th century and the composers involved.

Prerequisite: Music 100.

315. Music Literature for the Church. (3)

The study of all forms of music used in the church service. This involves a survey of hymns, motets, anthems, responses, cantatas, and oratorios. Emphasis will be directed toward establishing a knowledge of church music invaluable to anyone who may eventually become involved in any phase of church work.

316. Christian Liturgies and Music. (3)

A review of the liturgical heritage of the Christian church. This includes the historical development of all forms of Protestant worship with a detailed explanation of the symbolism and music beginning with the Hebrew faith and continuing with the Greek, Roman, Lutheran, Anglican, and Reformed liturgies.

317. The Organ in the Church. (3)

Instructions in playing the organ for the church service. This includes practice in hymn playing, choir accompaniments, conducting from the console, ornamentation, modulation, and improvisation at the keyboard. Appropriate music for each season of the church year and for weddings and funerals will be presented along with a discussion of the electronic organs used in the church today.

321-322. Methods for Public School Music Teachers. (3-3)

A course dealing with materials, theories, and techniques involved in the teaching of all areas of music in the elementary, junior, and senior high school. Trips are made to observe local school groups both in the classroom and in concert. Study is devoted to the practical aspects of conducting a school music program on any level. Experience is gained in the use of functional piano procedures as well as in the playing of the social instruments used in the general music program. This course also includes class instruction in strings, woodwinds, brass, and percussion.

Three hours class, one laboratory period a week.

400. Senior Recital. (1)

The preparation and performance of a full public solo recital in the major instrument.

407. Music Literature of the 20th Century. (3)

A study of the development of music during the 20th century beginning with the works of Debussy and Mahler. The aspects, means of expression, and present day tendencies will be examined and discussed through the use of contemporary masterpieces.

Prerequisite: Music 100.

409. Orchestration. (3)

A study of modern orchestral instruments, the theories and historical development of orchestral coloring, technique and balance, and application of the skills of instrumental scoring.

411. Piano Pedagogy. (3)

A study of piano teaching, including topics in methods (piano-readiness, class and private lessons, musicianship, technique, and interpretation) and an extensive survey of pedagogical materials at all levels (with particular emphasis upon evaluation and application). Field trips include workshops and observations. Outstanding students may be selected to do supervised practice teaching upon completion of the course.

Alternate years; offered 1968-1969.

415. Choral Conducting and Arranging. (3)

A discipline of basic conducting techniques and choral arranging applied to the specific task of producing music with a choir.

Prerequisite: At least one year of choir or chorus experience.

416. Instrumental Conducting and Arranging. (3)

A course in the techniques of score reading and orchestral conducting as developed from a study and understanding of the fundamentals of orchestration; laboratory experience in conducting.

450. Advanced Studies in Music. (3)

Students, approved by the faculty in music, having displayed unusual interest and scholarship in some specific phase of music, may pursue this interest under the guidance of an appointed faculty member.

151, 152; 251, 252; 351, 352; 451, 452. Applied Music for Non-Music Majors. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least five hours practice each week is required. Upper level credit will not be given for juniors or seniors taking applied music not on an advanced level. Course numbers will be followed by an "X" to designate students in this category. See fee schedule pages 90-91.

153, 154; 253, 254; 353, 354; 453, 454. Applied Music for Non-Music Majors. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least nine hours practice each week is required. Upper level credit will not be given for juniors or seniors taking applied music not on an advanced level. Course numbers will be followed by an "X" to designate students in this category. See fee schedule pages 90-91.

161, 162; 261, 262; 361, 362; 461, 462. Applied Music for Music Majors. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least six hours practice each week is required. Upper level credit will not be given for juniors or seniors taking applied music not on an advanced level. Course numbers will be followed by an "X" to designate students in this category. See fee schedule pages 90-91.

163, 164; 263, 264; 363, 364; 463, 464. Applied Music for Music Majors. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least twelve hours practice each week is required. Upper level credit will not be given for juniors or seniors taking applied music not on an advanced level. Course numbers will be followed by an "X" to designate students in this category. See fee schedule pages 90-91.

51, 52. Beginners Piano Class. (1, 1)*

Two weekly sessions of one hour each, in which classes of no less than three or more than four students each are instructed in the beginning phases of piano playing. Elective for students with no previous training. Regular practice is required.

53, 54. Intermediate Piano Class. (1, 1)*

One weekly session of one hour, in which classes of no less than three or more than four students each are instructed in the intermediate phases of piano playing. Regular practice is required.

61, 62. Beginners String Class. (1, 1)*

Two weekly sessions of one hour each, in which students are instructed in the beginning phases of violin or viola playing (designated "a") and cello playing (designated "b"). Elective for students with no previous training. Regular practice is required.

63, 64. Intermediate String Class. (1, 1)*

One weekly session of one hour, in which students are instructed in the intermediate phases of violin or viola playing (designated "a") and cello playing (designated "b"). Regular practice is required.

71, 72. Voice Class. (1, 1)*

Two weekly sessions of one hour each, in which students with little or no vocal training are instructed in the basic principles of tone production and their application to individual needs through simple exercises and songs. Regular practice is required.

81-82. Concert Choir. (1-1)*

Admission by audition only. Repertoire includes works from the 15th century through the contemporary period. (See section under Music Organizations, page 104.)

83-84. Chorus. (1-1)*

This choral organization is for singers of average ability.

85-86. Ensembles: (a) Piano, (b) Instrumental. (1-1)*

(a) Work, discussion, and performance in the several aspects of piano ensemble: duets, duo-pianism, vocal and instrumental accompanying.

(b) Work, discussion, and performance in chamber groups: sonatas, trios, quartets, beginning orchestra, and/or Queens Chamber Orchestra.

Applied Music for No Credit

One half-hour private lesson each week in organ, piano, strings, or voice for no credit may be taken by a regular college student. Attendance at lessons and satisfactory work are expected at all times. See fee schedule pages 90-91.

*Semester hours gained in courses marked with an asterisk may not be counted toward the 40 hour music concentration or the 120 hours required for graduation under the A.B. program in music.

PHILOSOPHY

Professor Beidler; Assistant Professor Jackson.

Concentration: Philosophy 102, 203, or 204, 205, 210, 211, 303, 305, and in addition nine hours of other work in philosophy. Six hours of pertinent course work from another department is to be chosen in consultation with the major advisor.

102. Readings in Philosophy. (3)

An organized discussion of the writings of the great philosophers. This will include the works of Plato, Aristotle, Descartes, Kant, and selected modern and oriental philosophers. The emphasis is upon critical and sympathetic reading to assist the student to develop her "own philosophy."

203. Systems of Philosophy. (3)

An introduction to philosophy through a study of the perennial questions of philosophy and the various systems of philosophy that have tried to answer these questions. The purpose of this course is twofold. The first goal is to introduce the student to the literature and modern modes of thought in philosophy; secondly, as a result of this systematic study, the student is led to appreciate some of the problems modern man faces and to seek for some of the possible solutions to these problems.

204. Philosophy of Religion. (3)

A constructive and sympathetic investigation into the bases for the major religious issues. It is the intent of this course to lead the student to a carefully reasoned understanding of such basic religious beliefs as the nature of man, good and evil, free will and determinism, immortality, and the nature of God. In this study the student is introduced to philosophy through religion.

205. Elementary Logic. (3)

A study of the elements of deductive and inductive reasoning with emphasis upon applications to problems of the formal structure of language and also a consideration of the scientific method. The orientation of the course is toward modern symbolic forms against the background of traditional logic. The course will include a study of language forms and use, syllogisms, hypothetical and other types of arguments, as well as the scientific method and methods of reflective thinking.

211. History of Western Philosophy:

Part I. Ancient and Early Medieval. (3)

The problems of philosophy are treated historically with a focus on the great ideas that have shaped the course of Western thought. The development of these ideas in the writings of some of the great philosophers is traced. The first part of the course treats the history of ideas from their beginnings in the Pre-Socratics and carries their development up to the late medieval movements towards humanism.

Not open to freshmen.

212. History of Western Philosophy:

Part II. Late Medieval and Modern. (3)

A continuation of Philosophy 211, this course begins with Peter Abelard and includes the ideas that have shaped the modern cultures up to the 19th century.

Not open to freshmen.

Prerequisite: Philosophy 211.

303. Oriental Philosophy. (3)

A survey of Asian cultures and the systems of thought that have had lasting impression on the Orient, with intensive study of some of the major ideas that have influenced the development of oriental religions and philosophy. Major emphasis will be put on the development of Hinduism and its legacy to Buddhism. To some extent the growth of Buddhism throughout Asia will be traced. Confucianism and Taoism will be considered as they both relate to the development of Chinese and Japanese thought.

[Religion 304. Religions of the Near East and West. (3)

Historical and contemporary study of Judaism, Islam, Communism, and Western humanisms. The situation of the Christian faith in the midst of a religiously pluralistic world is also examined.

This course combined with Philosophy 303 provides a year's study of world religion.]

305. Ethics. (3)

A study of the theories and writers in moral philosophy. Practical moral questions will be considered in the context of major questions of good, duty, and right. Some emphasis will also be given to problems in social ethics.

308. Contemporary Philosophy. (3)

The problems of philosophy in their modern setting. The development of the ideas that have shaped modern Western thought will be traced in the writings of some of the influential modern philosophers. The study will begin with Hegel and reach to such present day philosophies as phenomenology, linguistic analysis, pragmatism, and positivism.

Prerequisite: Three semester hours chosen from Philosophy 102, 203, or 211.

309. Aesthetics. (3)

A philosophical study of the nature of art, with special emphasis on the creative process and the aesthetic experience. Discussion of art as a form of knowledge and the relation of beauty to art.

310. Great Philosophies and Philosophers. (3)

A flexible course dealing with various major movements and periods of philosophy. Some possible topics are:

310a: Plato and Aristotle.

310b: Kant and the Post Kantians.

310c: The British Empiricists.

310d: Existentialism and Phenomenology.

310e: The Philosophy of Vedanta.

310f: American Philosophy.

Prerequisite: Philosophy 102 or 203 or 204 (Philosophy 303 for Philosophy 310e); or permission of the instructor.

425. Seminar in Philosophy. (3)

A one semester study of topics of special interest in philosophy. The subject will depend upon interest and demand. Examples of topics already explored are Indian Philosophy, American Philosophy, Symbolic Logic, and Philosophy of Science. Some previous work in philosophy is desirable, although junior or senior status is all that is presupposed.

450. Independent Studies in Philosophy. (3)

Independent investigation of a topic by means of a thesis or a program of directed readings.

Prerequisite: Permission of the instructor.

PHYSICAL EDUCATION

Mrs. Magher; Miss Pharr.

Physical Education

Credit hours are selected from the following course offerings:

Archery and First Aid

Bowling—(Fee $13.00)

Dance—modern (beginning and intermediate), folk, and social

Dolphin Club—one credit hour will be assigned for a year's participation in the Dolphin Club; membership is based upon try-out.*

Golf—(Fee of approximately $12.00 covers cost of balls and transportation to and from golf course)

Horseback Riding—(Fee $60.00)

Recreational Sports

Swimming—beginners, advanced beginners, intermediate, synchronized, senior life saving, water safety instructors**

Tennis—beginning and intermediate

*Selection is made on the basis of demonstrated skill. Approval for credit must be obtained prior to registration. One year's participation is required for one credit hour.

**Classes in senior life saving and for water safety instructors are open only to students who can present the requisite skill in swimming. Senior life saving is prerequisite to the course for water safety instructors.

PHYSICS

Professor Oates.

CONCENTRATION: Physics 101, 102 or equivalent, 201, 202, 320, 321, 420, 421, and 15 semester hours of physics courses numbered 300 or above. Majors are required to take Mathematics 102, 201, 202, and 301. Mathematics 302 and Chemistry 101, 102 are recommended.

101, 102. GENERAL PHYSICS. (4, 4)

A beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics; applications and illustrations of the general principles.

Three hours lecture, three hours laboratory a week.

Prerequisite: Elementary algebra and plane geometry. Physics 101 prerequisite to Physics 102.

105. ELEMENTARY BIOPHYSICS. (4)

An elementary treatment of selected topics dealing with the physics of living organisms and the biological effects of physical agents.

Three hours lecture, two hours laboratory a week.

Prerequisite: Elementary algebra and plane geometry.

201, 202. MODERN PHYSICS. (3, 3)

A study of some of the more recent developments in physics, including such topics as atomic and nuclear structure, the quantum theory, solid state physics, and relativity. Emphasis will be placed on the mathematical techniques.

Prerequisite: Physics 102 or equivalent. Mathematics 201, 202 is prerequisite or corequisite.

301. OPTICS. (3)

A treatment of the optical properties of electromagnetic radiation, with particular attention being given to the properties of visible light.

Prerequisite: Physics 202 or permission of the instructor.

305. MECHANICS. (3)

An introduction by means of the calculus and vectors to the formulation and use of the principles of classical mechanics. Some of the topics included are particle dynamics, free and forced harmonic motion, conservative forces, and conservation of energy and momentum.

Prerequisite: Physics 202 or permission of the instructor.

310, 311. ELECTRICITY AND MAGNETISM. (3, 3)

Static electric and magnetic potentials and fields; conductors; dielectric and magnetic media; solutions of Laplace's and Poisson's equations; varying fields; Maxwell's equations.

Prerequisite: Physics 202. Mathematics 301 is prerequisite or corequisite.

320, 321. ADVANCED PHYSICS LABORATORY. (1, 1)

Measurements in mechanics, electricity, heat, optics, and atomic and nuclear physics, in accordance with the needs of the student.

Three hours laboratory a week.

Corequisite: A physics course numbered 300 or above.

401, 402. ATOMIC AND NUCLEAR PHYSICS. (3, 3)

A survey of topics in atomic and nuclear physics, including atomic phenomena, radioactivity, elementary particles, and nuclear interactions.

Prerequisite: Physics 202. Mathematics 301 and Physics 310, 311 are prerequisite or corequisite.

405. HEAT AND THERMODYNAMICS. (3)

Generalization of the concepts of work, heat, and energy; the First and Second Laws of Thermodynamics; derivation of thermodynamic relationships; phase changes.

Prerequisite: Physics 202 and Mathematics 301.

420, 421. ADVANCED PHYSICS LABORATORY. (1, 1)

The student will conduct independently experiments relating to the various disciplines of physics.

This course is open only to senior physics majors.

Three hours laboratory a week.

Corequisite: A physics course numbered 300 or above.

PSYCHOLOGY

Professor Joyce H. Shealy; Professor Babb; Associate Professor Daugherty; Associate Professor Mullen.

CONCENTRATION: Psychology 201-202, 201 L, 305, 306, 401, and at least 15 additional hours in the department, as approved by the major advisor. Biology 106, Mathematics 101 or 105, Philosophy 203, and Physics 101 and 102 or Physics 105 are recommended.

PREREQUISITES: Psychology 201-202 is prerequisite to all courses in the department with the following exception: Psychology 201-Education 202 can be substituted as the prerequisite for Psychology 307. This exception would apply only to persons working for teacher certification.

201-202. GENERAL PSYCHOLOGY. (3-3)

A survey of the general field of psychology with emphasis upon the methods and results of scientific investigation of human behavior. The first semester includes the study of experimental method, physiological bases of psychology, maturation, sensation, perception and attention, emotion, and learning. The second semester includes the study of motivation, individual differences, measurement, personality, social processes and attitudes. This sequence is for all persons electing psychology who are not working for teacher certification.

201 L. GENERAL PSYCHOLOGY LABORATORY. (1)

A laboratory course to acquaint the student with some of the techniques and procedures of psychological research. This course and Psychology 201 should be taken concomitantly.

Three hours laboratory a week.

201-ED. 202. GENERAL PSYCHOLOGY-EDUCATIONAL PSYCHOLOGY. (3-3)

A course designed for the student who is working for teacher certification. The first semester is identical to that of the Psychology 201-202 sequence. The second semester, Education 202, considers the same subject areas as does Psychology 202, as well as that of learning. Important in the study of these areas is the application of psychological principles to educational situations.

303. SOCIAL PSYCHOLOGY. (3)

A psychological approach to the processes of social interaction and group processes; consideration of the measurement of social attitudes and public opinion.

304. ABNORMAL PSYCHOLOGY. (3)

A study of behavior pathology as seen in normal, neurotic, and psychotic individuals. The approach is descriptive, with emphasis on case studies and methods of treatment.

305. STATISTICAL METHODS IN PSYCHOLOGY. (3)

An elementary study of the statistical methods used in psychological research, including a consideration of both descriptive and inferential statistics.

306. EXPERIMENTAL METHODS IN PSYCHOLOGY. (3)

A study of the methods used in conducting psychological research. Principles, techniques, and apparatus appropriate to research are studied through a series of experiments.

Prerequisite: Psychology 305.

307. DEVELOPMENTAL PSYCHOLOGY. (3)

The study of childhood and adolescence, stressing factors associated with both normal and abnormal personality development. Representative cases are considered.

311. Psychological Tests. (3)

An introductory study of the major types of psychological tests and the principles of test evaluation.

312. Physiological Psychology. (3)

The study of the human nervous system and other physiological mechanisms and their relation to basic behavioral processes such as sensation, motivation, emotion, and learning.

401. Systems of Psychology. (3)

A study of the philosophical background of psychology, the emergence of psychology as a natural science, and the formulation of modern types of approach. Emphasis is placed on current systems of psychology.

402. Theory of Personality. (3)

A critical study of theories of personality and related research.

407. Learning Theory. (3)

A study of different theoretical approaches to problems of learning with emphasis upon experimental findings.

450. Independent Research. (3)

An opportunity for independent investigations of topics by means of readings and/or experimentation.

Prerequisite: Permission of the instructor.

451. Seminar in Psychology. (3)

A seminar dealing with areas of psychology not covered in the regularly scheduled courses. The seminar will be offered when the demands and interests of the students warrant it.

SECRETARIAL PRACTICE

Assistant Professor West.

101, 102. Typewriting. (2, 2)

Training in the touch system of the keyboard; an introduction to tabulation, manuscripts, and letter styles; building of maximum typing speed; and accurate production of business forms and statistical tables.

Two hours a week. May not be credited toward graduation.

111. Elementary Shorthand. (3)

Development of a comprehensive reading and writing knowledge of Gregg shorthand.

112. Intermediate Shorthand. (3)

Continuation of Secretarial Practice 111 with building of shorthand vocabulary of business terms and development of a minimum sustained note-taking speed of 80 words per minute on new dictation material with 95 per cent accuracy in transcription.

Prerequisite: Secretarial Practice 111 or its equivalent.

221. Advanced Shorthand and Transcription. (3)

Building of minimum sustained note-taking speed on new material to 110 words a minute and production of commercially acceptable transcripts.

Prerequisite: Secretarial Practice 112 or its equivalent.

234. Secretarial Practice and Office Management. (3)

Correlation of all phases of secretarial work, including specialized dictation and transcription, office management and procedures, uses of office equipment, and secretarial personality development.

Prerequisite: Secretarial Practice 112 or its equivalent; or the approval of the instructor.

SOCIOLOGY

Professor Pohlman; Miss Mary Lorene Taylor.

Concentration: Sociology 203, 204, 449, 450, and 21 hours to include at least nine additional hours in sociology and one or more courses in at least two of the following fields: economics (excluding 305), history, political science, and psychology, or in others as approved by the program advisor.

Prerequisites: For all sociology courses numbered 300 or above the general prerequisite is Sociology 203 or upper-class standing and permission of the instructor.

203. Principles of Sociology. (3)

The course presents the analytical concepts used by sociologists and explains the generally accepted terms of sociological discourse. Sociology is presented as being chiefly concerned with the interaction between the individual and his socio-cultural world—the reciprocal influences of the biological organism and its effective environment: physical, social, and cultural. Particular topics include the processes of social interaction; the structures and dynamics of groups and systems; the stratification of society; and the distinctly human products of social interaction—culture and personality.

204. Social Issues and Problems. (3)

This course introduces the student to such problems as those relating to political and economic institutions; family life and organization; religious values and behavior; public health and welfare; and personality pathologies of a general nature.

302. The Family in Society. (3)

Dual emphasis is (1) to study the general history of the human family as that social system which is most significant for both its members and the society at large, and (2) to examine the nature and changing trends of the contemporary family in the United States to prepare the student for a satisfying family life.

[303. Social Psychology. (3)

A psychological approach to the processes of social interaction; group processes; consideration of the measurement of social attitudes and public opinion.]

308. Racial and Ethnic Group Relations. (3)

The course is concerned with typical patterns and principles of the relationships between diverse racial or ethnic groups. Consideration is given to the need for understanding the specific history in each case of minority-dominant contacts, to psychological factors in effective accommodation and also in prejudice, and to tactical measures that have been employed in various situations. Special attention is given to the historical background and current developments in Negro-White relations in the United States.

309. Introduction to Social Work. (3)

This pre-professional survey is intended for those considering social work and for teachers, nurses, and religious workers interested in the basic philosophy and principles involved. Explorations of various agencies and their functions acquaint the student with the responsibilities and opportunities implicit in social work as a profession.

313. Social Anthropology. (3)

The "study of man" is broadly treated under two general headings: (1) physical, and (2) cultural or social. The major emphasis in this course is on ethnology and man's social customs. Particular attention is given to non-literate "primitive" peoples and their cultures. A specific primitive society is usually selected for a detailed study of its culture.

316. Women in Society. (3)

The social status of women and their part in the cultures of societies in various parts of the world are traced through history. Special attention is given to the specific responsibilities and opportunities of women in contemporary society, and the requirements for their maximum personal and social fulfillment.

Alternate years; offered 1968-1969.

318. Crime and Delinquency. (3)

Definitions of crime and delinquency and types of anti-social behavior are considered for orientation to the two problems which comprise the content of the course: (1) the explanations and "causes" of crime, and (2) the treatment of offenders. Deviation is studied against the background social conditions and the cultural context in which it occurs. The findings of social psychology are applied in the search for both causes and appropriate remedies to deviant behavior.

375. The Muslims and Their Culture. (3)

The history of Islam is studied from its beginnings in Arabia in the time of Muhammad through its gradual expansion into territories ranging from Spain and the Maghrab to Indonesia, from tribal customs to peaks of cultural achievement, and from family confines to its present claims of about one-sixth of the world's population. With religion as its core, Islam is seen in its relation to non-Muslim cultures and to new situations demanding adjustment in philosophical values, political objectives, and ethical practices. Emphasis is upon Muslim contributions to the preservation and enhancement of the world's great cultural heritage.

Alternate years; offered 1967-1968.

425. Directed Individual Study. (3)

Independent study of approved problems or projects within the social sciences for which no specific course is offered.

Open to senior sociology students and, with permission of the instructor, to other upperclassmen.

449. Senior Seminar (Theory). (3)

The development and present status of sociological theory; advanced study for senior students who are concentrating in sociology, with emphasis on the student's independent work under the professor's guidance. Individual work is presented in seminars.

450. Senior Seminar (Research). (3)

Attention is given to the advantages and the limitations of various types of research design: quantitative-statistical; qualitative-descriptive; case history analysis; and the difference between those used for discovery or exploration and those intended to justify and test specific hypotheses. Data gathering, processing, and interpretation are studied. One or more research projects will be pursued.

Prerequisite: A course in basic statistics.

Expenses

General Fees

An application fee of $15 is required of all new students. It is not refundable.

When a student enters, all fees for the year are charged against her account. A student entering at the beginning of the second semester will have fees for that semester charged against her account. Payments must be made for the full year or arrangements made with the treasurer to pay the account according to a deferred payment schedule.

The general fee for a regular full-time student for both semesters of the scholastic year is:

Resident Students	$2,500.00
Commuting Students	1,100.00
Part-time Students, per semester hour	40.00

The general fee includes tuition and infirmary and other services; and for resident students it includes space in a double room in one of the college dormitories and meals in the college dining room except during Thanksgiving recess, Christmas vacation and spring recess, when the dining room and dormitories are closed. In addition there are several fees as stated in the course descriptions, and the student activity fee of $50 which is assessed by the Student Government Association. These fees are collected by the college at the time of registration.

The Board of Trustees reserves the right to make necessary adjustments in the schedule of charges at any time.

The college offers the following deferred payment schedule for students registered for 1967-1968:

		Resident Student	Commuting Student
Fees paid by new students: May 2, 1967 Fees paid by returning students: May 31, 1967	Not Refundable	$150.00	$ 50.00
On entrance in September		850.00	500.00
Also on entrance in September, Student Activity Fee		50.00	50.00
On November 10		500.00	185.00
On January 10		500.00	185.00
On March 10		500.00	180.00

All payments must be made directly to the treasurer. Checks should be made payable to Queens College.

Communications concerning all business transactions should be addressed to the treasurer.

NOTICE CONCERNING FEES EFFECTIVE WITH THE COLLEGE YEAR 1967-1968

For all resident students entering the college in the year 1967-1968 and thereafter, the comprehensive fee will be $2,500.

For returning resident students in the year 1967-1968 until the graduation of the class of the student, the comprehensive fee will be $2,325.

For the entering commuting students, the fee will be $1,100.

For returning commuting students until the graduation of the class of that student, the fee will be $1,000.

The charge per semester hour for hours in excess of the normal load will be discontinued effective with the opening of the college year 1967-1968.

The initial fee payment for resident students will be $150 beginning with the 1967-1968 college year. For commuting students the fee will be $50.

WITHDRAWALS

Students who withdraw from the college during the year on their own initiative and with the approval of the dean of the college will be charged for the full semester during which the student withdraws.

SUSPENSIONS

Any student suspended by the college for reasons other than academic regulations is responsible for the payment of fees for the full year.

Information Concerning Expenses

BOOKS AND MISCELLANEOUS EXPENSES

The cost of books and supplies will vary with the courses taken, but the average expense is about $75. Such an amount should be on hand upon entrance. The expenses outside of college, such as travel, clothing, amusement, and incidentals, vary according to the individual student. If a student wishes to become a member of a sorority, either social or honorary, there are additional costs for initiation, dues, and special assessments.

STUDENT BANK

A student bank is operated by the business office for the convenience of students. The college urges that the students use the college banking facilities. The student bank is open Monday through Friday from 10:00 a.m. to 12:00 noon and from 2:00 p.m. to 4:00 p.m. Students may deposit or withdraw from the bank once each day only.

INFIRMARY

Although no medical fee is charged, the college maintains an infirmary where three graduate nurses are on duty. The college physician holds regular clinics twice a week without cost to students and is called at any time if it seems advisable after the student has been admitted to the infirmary. His fee for special visits and consultations outside of clinic hours and the cost of special medicines are paid by the student. If the physician recommends removal to a hospital, all expenses are paid by the student.

LAUNDRY

Laundry is not included in the general fee. The college offers facilities for handling this item efficiently and economically at the expense of the student.

Student Linen Service is available for those who would like to have it. The service delivers to the dormitories once a week.

Laundry facilities with coin operated washing machines, driers, and dry cleaning machines are provided for students who wish to do their own laundry.

NOTE: The college exercises every precaution to protect the property of students but will not be responsible for any loss which may occur.

FEES FOR PART-TIME STUDENTS

A student registered for 11 semester hours or less is classed as a part-time student and will be charged at the rate of $40 per semester hour plus the $50 student activity fee. Part-time students carrying six semester hours or less will not be charged the student activity fee.

Special Fees

Such expenses as other special fees will be charged according to the schedule applying to all students.

APPLIED MUSIC FOR FULL-TIME COLLEGE STUDENTS

Regardless of the number of private music lessons taken each week throughout a semester in any number of instruments the total fee is	$ 37.50
Use of practice studio (including piano) for scheduled daily practice throughout a semester	5.00
Use of a school instrument (violin, viola, flute, etc.) for practice throughout a semester	5.00
Use of organs for scheduled daily practice throughout a semester	10.00

APPLIED MUSIC FOR PART-TIME COLLEGE AND ADULT NON-COLLEGE STUDENTS

One half-hour lesson each week throughout a semester in piano, organ, strings, or voice	$ 65.00
Each additional half-hour lesson each week throughout a semester in piano, organ, strings, or voice	45.00
Use of practice studio (including piano) for scheduled daily practice, per semester	10.00
Use of school instrument (violin, viola, flute, etc.) for practice, per semester	10.00
Use of organs for scheduled daily practice, per semester	20.00

APPLIED MUSIC FOR NON-COLLEGE NON-ADULT STUDENTS
(Under high school graduation)

One half-hour lesson each week throughout a semester in piano, organ, strings, or voice	$ 65.00
One half-hour lesson each week throughout a semester in piano, organ, strings, or voice, with regularly scheduled group theory classes once or twice a month throughout a semester	85.00
One forty-five minute lesson each week throughout a semester in piano, organ, strings, or voice, with regularly scheduled group theory classes once or twice a month throughout a semester	110.00
One hour lesson (or two half-hour lessons) each week throughout a semester in piano, organ, strings, or voice, available only to those non-adult students who have passed the theory proficiency examination	110.00

OTHER SPECIAL FEES

Art Studio Fee	$10.00-15.00
Education 442, 444 Student teaching	40.00
Diploma Fee, including diploma and rental of cap, gown, and hood	12.00
Late Registration Fee	15.00
Each Course Change after registration	1.00
Transcript Fee (for each one after first one)	1.00
Placement Dossier (for each one after first two)	1.00

In lieu of a contingent fee, the college reserves the right to assess a student for any unnecessary damage to property.

Regulations Regarding Payment of Fees

All fees are charged for the academic year at the time of registration and in case of a student's registering for one semester only the semester fees would be charged.

No discount or scholarship award may be applied against the $150 initial payment.

Upon signing the application for admission, the parent or guardian (or the applicant if not a dependent) accepts as binding and contractual all fees and regulations set forth in the catalogue.

A student will not be permitted to attend classes or to take a final examination until satisfactory arrangements have been made to meet all financial obligations.

A diploma, certificate, or transcript of record will not be granted until the student's account is paid in full. Where a note is proffered, it is accepted with the understanding that the account is not considered settled until the note is paid.

Financial Aid

Financial assistance is available at Queens College to enable students of ability—who intend to complete a four-year degree program at the college—to meet their financial needs. Queens College participates in certain federal programs of assistance to college students. Assistance awards are usually made up of one or more parts: (1) Scholarship—College and Honor, (2) Work opportunities at a specific rate per hour—College Work-Study Program, (3) Loans—National Defense Student Loans, and (4) Special grants to eligible students—Educational Opportunity Grants.

Scholarships and work opportunities are available to freshmen and upperclassmen and are based on financial need and academic merit. Those students who do not wish to apply for scholarships, or who may not qualify, may apply for student loans.

Tuition reductions of $350 are granted, upon application, to students who are daughters of ministers who are members of the presbyteries in the synods of North Carolina and South Carolina.

Married students are not eligible for scholarships but may apply for loans.

Scholarships

Scholarships vary in amount depending upon financial need. In all cases when a scholarship is granted the student must undertake the work opportunity provided under the College Work-Study Program. Experience has proved that this is an important factor in the education of the student and gives her a sense of responsibility, self-reliance, and independence. Work assignments are from three to ten hours a week. These assignments are made on the basis of the needs for work in the college although student preferences are considered. The rates of pay depend upon the classification of jobs with a minimum rate of $1.25 per hour. Differences in pay scale depend upon preparation for the job by previous experience and by education.

In making awards the Scholarship Committee considers:

The student's interest in attending college.

Academic ability.

Personality and character.

Financial need.

Scholarships are of two kinds:

I. College Scholarships (open to both freshmen and upperclassmen).

II. Honors Scholarships

Queens Scholarships (open to entering freshmen).

Dana Scholarships (open to upperclassmen).

COLLEGE SCHOLARSHIPS

College scholarships are available only to students who intend to complete a four-year degree program. They are primarily to provide financial assistance to able and worthy students with adequate academic and personal recommendations.

Grants of from $200 to $900 are awarded, depending upon the student's need as indicated—in part—by the Parents' Confidential Statement to the College Scholarship Service: resident students, $200 to $900; commuting students, $200 to $500.

Students whose demonstrated need exceeds the amount of the scholarship award and work opportunity may apply for loans.

Entering Students

To apply for a college scholarship the applicant must first qualify as a full-time degree candidate at the college. To provide evidence of financial need the entering student submits a Queens College Scholarship application form to the admissions office and a Parents' Confidential Statement to the College Scholarship Service. These forms should be submitted not later than February 15 of the calendar year of expected entrance. The Queens Scholarship application form may be obtained from the admissions office at the college. Forms for the Parents' Confidential Statement may be obtained from the college admissions office, the applicant's high school counselor, or the College Scholarship Service. (See page 98.)

Returning Students

A Queens student may apply for the renewal of a college scholarship grant, or she may initiate a request for scholarship consideration. Awards are based upon academic achievement and financial need. The student must submit the Queens Scholarship application form to the dean of the college before February 15. The Parents' Confidential Statement must be sent to the College Scholarship Service before this date. These forms may be obtained from the office of the dean of the college. (See page 98.)

Entering Upperclassmen

Scholarship applications from transfer students will be considered only after action has been taken on scholarship applications of entering freshmen and returning upperclassmen. The Queens College Scholarship application form and the Parents' Confidential Statement must be submitted according to the procedure described for entering students.

The Scholarship Committee, in making an award, will review all of the student's credentials: the high school record, standardized test scores, personal recommendations, the Queens College Scholarship application, and the College Scholarship Service's evaluation of the Parents' Confidential Statement. *All awards are made on an annual basis. Renewal of a scholarship is not automatic; the recipient must maintain a satisfactory academic average and remain in good standing at the college.* The amount of subsequent awards is based on an analysis of the Parents' Confidential Statement submitted with the scholarship application.

MUSIC SCHOLARSHIPS

A limited number of Music Scholarships will be awarded to students concentrating in music. The scholarships will cover all applied music fees, practice room fees, and rentals of college instruments. They will be awarded by the college upon recommendation of members of the faculty in music who will consider talent and degree of advancement as indicated by a performance of the student in person or recorded on tape. These scholarships may be renewed annually upon application to and recommendation by the department of music.

Other scholarships, as described in this catalogue, are also available to recipients of the music scholarships when additional financial aid is necessary. Recipients of these scholarships will be given College Work-Study Program or other service assignments in the department of music.

HONORS SCHOLARSHIPS

Queens and Dana Scholarships are designed to honor truly outstanding students. It is the intention of the faculty and administration to recognize the potential of these students and to assign to them special honor and special responsibility commensurate with their ability. The scholars are expected to live up to their talents, and the college obligates itself to do all in its power to help these students explore the full range of their potentialities.

Queens Scholarships are awarded for the freshman year; Dana Scholarships are awarded for the sophomore, junior, and senior years.

It is expected that the Dana Scholars will participate in the College Honors Program. The various aspects of this program and independent study allow these outstanding students to develop an expanded scope of learning experiences. (See page 31.)

Holders of Queens and Dana Scholarships normally function as Scholar Assistants. This role and the relationships it entails are among the most important aspects of the scholarship program. This role is a means through which the scholar is enabled to render some regular return of service to the college, in the amount of five hours per week. In no case would such service constitute earning the whole grant although one main reason for having the service provision is to give scholars an opportunity to share in providing for their own education. Every effort will be made to assign Queens and Dana Scholars as assistants to faculty in fields of their interest and to help them perform duties of direct academic import. For scholars awarded a token financial grant there is no assigned work responsibility.

Queens Scholarships

Approximately 15 of the most outstanding applicants for first-year admission to the college are chosen for this program and are designated Queens Scholars. They are selected by a faculty committee on the basis of very high academic ability and unusual promise as to personality, character, and leadership potential. The program includes a special seminar, taken in lieu of English composition, designed to help the student develop her capacity for scholarship in general college work.

Entering students, meeting the requirements, may become candidates for Queens Scholarships. Those students in need of financial assistance must submit the Queens College Scholarship application form to the admissions office and the Parents' Confidential Statement to the College Scholarship Service. Awards of from $100 to $1,450 are made, according to the need as indicated—in part—through the Parents' Confidential Statement of the College Scholarship Service. Outstanding students who do not need financial assistance are encouraged to apply. Token grants of $100 are made to those students selected who do not have financial need.

Each Queens Scholar will normally serve five hours a week as Scholar Assistant to a faculty member. The appointment will generally be made in the field of the student's interest. For scholars awarded a token financial grant there is no assigned work responsibility.

Dana Scholarships

Appointment as a Dana Scholar carries the recognition of superior achievement at the college level, as indicated by a high cumulative quality point average and faculty evaluation of the student's performance. Personal qualifications and contributions to the life of the college community are also considered. Approximately 15 Dana Scholars from each of the three upper classes are appointed annually by a special committee.

Each Dana Scholar normally serves five hours a week as Scholar Assistant to a faculty member. Service is similar to that of Queens Scholars but adapted to the increasing maturity and interest of the individual scholar.

Dana Scholars receive financial grants of from $100 to $1,450 according to need as indicated—in part—through the Parents' Confidential Statement of the College Scholarship Service. Students having no financial need are eligible for appointment as Dana Scholars and receive the token minimal grant of $100 and participate in all phases of the program but receive no assignment of work responsibility.

Students whose demonstrated need exceeds $1,450 are eligible for loans.

If the Dana Scholar maintains at least the minimal standards for participation in the program, it is expected that she will reapply for each subsequent year and will receive preferential consideration when the committee makes its selections.

Endowed Scholarships

One of the distinguishing features of the Queens College scholarship program is that effort is made to help establish relationships between donors and recipients of scholarships. Here as in all other aspects of the college, it is assumed that education is a matter of personal encounter; and it is considered highly desirable that the scholarship students have some acquaintance with those whose concern and generosity help them to attend college.

Therefore, it is the practice at Queens to give to a scholarship holder the name and address of the donor of her College or Honor Scholarship and to encourage her to correspond with that person. It is also the practice to inform the donors of the appointees' names and to keep them informed regarding the progress of these students. It is the experience of the officers of the college that both parties in this relationship benefit by it.

Charles A. Dana has created at Queens College a major upper-class scholarship program which bears his name. The following endowed scholarships have also been established by friends of the college:

The Robert C. and Sadie G. Anderson
The Katherine Cramer Angell
The Mr. and Mrs. William H. Barnhardt
The Belk Brothers
The Mary Henry Belk Memorial
The Dr. Andrew Blair Memorial
The Elizabeth Blair Memorial
The Dorothy Brown
The Sara Doll Burgess
The Samuel C. and Wilhelmina C. Byrd
The Mr. and Mrs. Martin L. Cannon
The Sallie McAlister Carson
The Charlotte-Mecklenburg Alumnae
The Charlotte Observer
The Charlotte Panhellenic Congress
The Pattie Morris Cole
The Mr. and Mrs. J. H. Cutter
The Salene Hutchison Dalton
The Dalton-Hutchison Memorial
The Dorsett-Johnson
The Eloise Butt Dowd
The W. Carey Dowd, Jr.
The Dr. and Mrs. R. A. Dunn
The Efird Brothers
The Mr. and Mrs. H. H. Everett
The Frazer Foundation
The Mr. and Mrs. Peter S. Gilchrist
The A. D. P. Gilmour
The Jane Parks Grey
The Jane Rea Grey
The Lula Jane Grey
The W. M. and Kate Cleveland Hagood
The Minnie Olive Harry Memorial
The Betty Hutchinson
The C. E. Hutchison
The Susan Nye Hutchison
The Mr. and Mrs. J. B. Ivey
The Jerry Jernigan Memorial
The C. W. Johnston
The Emma Lilian Keigwin
The W. S. Lee Memorial
The Lethco Memorial
The Lily Long (Alumnae)
The Joe and Emily Lowe
The W. T. McCoy Memorial
The Emma Gold McPheeters
The Ettie Aydlett Minor
The Kathreen M. Minor
The W. T. Minor, Sr.
The Charles E. Neisler Memorial
The Gertrude M. Norman
The Mr. and Mrs. J. M. Oldham
The Mr. and Mrs. David Ovens
The Laura Janette Quattlebaum
The Eloise Rankin
The Abbie Tuttle Robinson
The Mr. and Mrs. Frank O. Sherrill
The Mr. and Mrs. J. Luther Snyder
The Loma Squires
The Charles H. and Clara McKay Stone
The Mr. and Mrs. R. L. Stowe
The W. Z. Stultz
The J. D. Swinson
The Ufford-Northrop

Regulations Governing Scholarships

All scholarships are awarded annually under the supervision of the faculty Scholarship Committee after application has been made by the student for initial or renewal appointment. Although funds are not sufficient to assist all students who apply for aid, every effort will be made to assist as many as possible. All applicants each year should submit the appropriate scholarship application form which may be secured from the director of admissions or the dean of the college.

Scholarships at Queens College will be awarded only to those students whose intention is to graduate from Queens College, exception being made only when the recipient of a scholarship secures the permission of the dean of the college or the president.

Queens College is a member of the College Scholarship Service, a non-profit agency, the function of which is to help member colleges arrive at a more nearly equitable estimate of student need than would be possible otherwise.

The entering student who wishes to apply for a scholarship should send a Parents' Confidential Statement regarding financial condition to the College Scholarship Service, which will then compute an estimate of the family's means and send this to the college. These application forms may be secured from The College Scholarship Service, Box 176, Princeton, New Jersey; or Box 27896, Los Angeles, California; from the Admissions Office of Queens College; or from one's high school counselor or principal.

The new student should submit her scholarship application along with the application for admission—preferably not later than February 15. She should submit her Parents' Confidential Statement to the College Scholarship Service by February 15. Awards will be made after students have been accepted for admission.

The returning student should submit her application for financial assistance to the dean of the college and the Parents' Confidential Statement to the College Scholarship Service, Box 176, Princeton, New Jersey; or Box 27896, Los Angeles, California. Announcements are made during the college year regarding availability of the necessary forms and the dates that the material must be returned.

Transfer students' applications for scholarships will be considered only after action has been taken on scholarship applications of entering freshmen and returning upperclassmen.

A basic condition for appointment to any scholarship at Queens College is that the applicant shall have both ability and seriousness of purpose as indicated by academic achievement. The condition for retaining a scholarship for the second semester of a year is that a student's academic achievement be commensurate with her ability. This will vary from student to student. The Scholarship Committee reserves the right to revoke an award if the academic work or conduct of the recipient is not satisfactory.

No resident student who holds a scholarship will be permitted to have the use of an automobile while in college. (Exceptions are *not* made for the period of student teaching.)

If it is necessary for a student to withdraw during the year, the total grant is prorated to expenses incurred, according to the regulations governing withdrawal. (See page 89.)

Awards are made on the basis of financial need. After arrangements for the student's account have been made, any scholarship which is received by a student from sources other than Queens College may be deducted from the amount granted by the college, unless the college has been notified in advance of this additional scholarship and has included it in determining the finanical need of the student.

REDUCTION OF TUITION: DAUGHTERS OF MINISTERS

A reduction of $350 in tuition is given a student whose father is a minister in a presbytery of the synods of North Carolina or South Carolina of the Presbyterian Church in the United States. The recipient must be classified as a full-time student. The reduction will be granted only on application to the dean of the college submitted not later than 30 days prior to registration.

PROGRAMS OF FEDERAL ASSISTANCE

Queens College participates in the following programs of federal assistance in financing college education:

College Work-Study Program. All recipients of College Scholarships must also be eligible for and accept employment under this program. The College Scholarship award and the total work hours at a specified rate are determined in relation to the financial need of the student.

National Defense Student Loans. Eligible undergraduate students who need financial help for educational expenses may borrow up to $1,000 each academic year to a total of $5,000. (See page 100.)

Educational Opportunity Grants. Direct grants are made to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. Grants range from $200 to $800 a year and can be no more than one-half the total assistance made available to the student. An additional award of $200 may be given those students who were in the upper-half of their college class during the preceding academic year.

Guaranteed Loans. Through this program, financial assistance is available to students from middle- or upper-income families. The student may borrow from a bank or other financial institution as much as $1,000 a year. Terms of the loan and guaranteed interest arrangements may be obtained from participating banks or state agencies in the state where the student resides. The college certifies enrollment and cooperates with the student in obtaining the loan.

Loan Funds

Loans to students of Queens College to enable them to pay educational expenses are available from a number of funds, including the following:

The Albert Grady Harris
The Lily Long, U.D.C.
The Mackorell
The Panhellenic
The James T. Porter
The Queens College National Defense Student Loan Fund
The Signers Chapter of D.A.R.
Education Funds, Inc.

The following are the principal conditions:

1. Loans will be available to those who are full-time college students who are in good standing and are capable of maintaining such standing. Students who have been accepted for admission are eligible for loans to be received during their freshman year.

2. Each applicant will be required to show financial need.

3. The college will give special consideration to the application of students with superior academic backgrounds.

4. Students may borrow up to $1,000 per year or a total of $5,000 during their undergraduate academic careers.

5. The amount of the loan will be paid to the student in installments during the school year.

6. Arrangements for the loan are made with the treasurer of the college after the loan has been approved by the Scholarship Committee.

7. Repayment of the loan will begin nine months after the borrower stops being a full-time student and will be made in equal annual installments so that the total amount of the loan will have been repaid with interest by the conclusion of ten years and nine months after the student leaves an institution of higher education. However, the student may repay the loan more rapidly than this schedule indicates if she is able; alternatively, in case of financial difficulty she may request the college to extend her repayment period or she may request an arrangement providing for graduated periodic installment payments.

8. Interest at the rate of 3 per cent starts with the first payment; that is, the money will have been loaned without interest during the years of study and for nine months thereafter.

9. If the borrower dies or is disabled before the debt is paid, the total liability will be canceled.

10. If the borrower becomes a full-time teacher in a public elementary or secondary school, up to one-half of the loan (plus interest on that amount) will be forgiven, at the rate of 10 per cent for each year of teaching.

11. If the borrower elects to teach in certain eligible schools located in areas of primarily low-income families she may qualify for cancellation of the entire loan obligation at the rate of 15 per cent for each year of teaching.

12. If a borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA), repayment may be deferred up to a total of three years.

13. Forms for use in applying for a loan are to be secured by writing to: The Office of the Dean of the College, Queens College, Charlotte, North Carolina, 28207.

14. Information concerning the use of Education Funds, Inc. for tuition payment may be secured by writing to: The Treasurer of the College, Queens College, Charlotte, North Carolina, 28207.

Student Activities

Student Organizations

STUDENT GOVERNMENT ASSOCIATION

Upon registration, each student automatically becomes a member of the Student Government Association which has set the following aims as the purpose of its existence: to encourage self-government; to promote constructive policies pertaining to scholastic and extracurricular activities; to stimulate the highest standards of honor in all matters of personal conduct; and to make and to enforce regulations which are in harmony with the college administration and which will encourage a progressive and cooperative student life.

The organization of student government is outlined in a constitution granted by the Board of Trustees of the college. Its regulations are printed in full in a special handbook sent new students before the opening of college each year.

QUEENS CHRISTIAN ASSOCIATION AND RELIGIOUS LIFE

This program includes every student. The cabinet of the Queens Christian Association, with a faculty committee, plans chapel and other religious services. The association also sponsors programs for Sunday evenings and services for special occasions and promotes community projects.

The college makes every effort to enrich the religious life of the students. While Queens College is a church-related college in the Presbyterian denomination, it welcomes students of all faiths, and care is taken not to interfere with the church preference of students. A chapel service is held each Wednesday.

SORORITIES

There are on the campus of Queens College five national social sororities: Alpha Delta Pi (Beta Iota Chapter), founded at Wesleyan College on May 15, 1851; Alpha Gamma Delta (Gamma Gamma Chapter), founded at Syracuse University in 1904; Chi Omega (Theta Gamma Chapter), founded at the University of Arkansas on April 5, 1895; Kappa Delta (Alpha Omicron Chapter), founded at Virginia State Normal on October 23, 1897; and Phi Mu (Gamma Gamma Chapter), founded at Wesleyan College on March 4, 1852.

Only those students who are candidates for a degree at Queens College may be considered for membership in the national sororities.

ART CLUB

The purpose of the club is to develop among members of the student body a sensitivity to the fine arts.

BIOLOGY CLUB

This is an organization to develop greater interest in biological sciences and to inform students of the new developments and opportunities in the field. The club is affiliated with the North Carolina Collegiate Academy of Sciences.

THE CHEMISTRY CLUB

This organization provides an opportunity for students and faculty to present reports on independent projects. The club stimulates interest in job opportunities and graduate studies in fields related to chemistry.

CIRCULO ESPANOL—"ENTREMES"

The Spanish Club is open to all students who have successfully completed one year of Spanish or its equivalent. The purpose of the club is to familiarize the members with the language, people, customs, and arts of the Spanish and Spanish-American countries. The meetings are conducted entirely in Spanish.

DOLPHIN CLUB

This group, composed of students skilled in swimming styles and synchronized swimming, plans and presents an annual water show. Membership is by try-out.

PARLONS FRANCAIS

Membership is open to all sophomores, juniors, and seniors who have been enrolled in a 300 level course or above. The purpose of this organization is to stimulate an interest in the French people, language, and culture and to provide for participation and accomplishment in the study of French.

GERMAN CLUB—DEUTSCHKLUB

The German Club is open to all students who have successfully completed one year of German or its equivalent. The purpose of the club is to give the students an opportunity to use the German language outside the classroom and to get acquainted with customs of German speaking countries.

KRUZHAK DURAKOV

The Russian Club is open to all students who have a speaking knowledge of the Russian language, those enrolled in a Russian language course at the 100 level or above, or those who have any interests in the Russian language or culture.

TERPSICHOREAN CLUB

The dance club is an organization to promote interest in dancing and offer an opportunity for girls to participate in various functions during the school year, to do choreography for different organizations, and take part in a concert presented in the spring. Membership is open to all interested students, and no dance training is necessary.

THE PSYCHOLOGY CLUB

The Psychology Club is an organization composed of interested psychology majors. Its aim is to aid students through providing them with the latest methods and developments in the field of psychology.

QUEENS PLAYERS

Organized by and for the students to afford practical experience in the multiple arts of the theatre, Queens Players welcomes any member of the student body willing to participate actively in the efforts to provide stimulating entertainment in drama on the Queens College campus.

SCIENCE SEMINAR

This is a monthly faculty-student seminar sponsored by the chemistry, biology, physics, mathematics, and psychology departments. Individual research work is presented and discussed.

THE SKI CLUB

The Ski Club provides the opportunity for students interested in snow skiing to ski for fun and recreation by sponsoring trips to the near-by mountains.

STUDENT NATIONAL EDUCATION ASSOCIATION (SNEA)

SNEA is the student division of the national and state professional organization of teachers. Its purpose is to acquaint students with teaching as a profession and a career, and membership is open to all students who are preparing to be teachers. SNEA meets three or more times a year and carries out projects and field trips associated with the teaching profession.

TENNIS CLUB

The Tennis Club provides the opportunity for students interested in tennis to play for recreation and in competition.

STUDENT PUBLICATIONS

The Coronet, the yearbook, is a factual and photographic record of Queens students and student activities.

Queens Current is a biweekly newspaper published by the Student Legislature.

The Student Handbook, a publication of the Student Government Association, describes in full the Student Government Association, its constitution, and regulations of the college and faculty.

Signet is a literary magazine which seeks to encourage good writing, helps to foster student opinion, and attempts to stimulate interest in current affairs.

The *S.G.A. Bulletin* is a weekly listing of events and announcements pertinent to the college community.

Swatches, a publication of the Student Government Association, is a book of pictures of entering students. It is compiled during the summer prior to the opening of the college year and distributed during Orientation Week.

MUSIC

Queens College Concert Choir

This is a group chosen in September by audition. The organization performs frequently at chapel services, campus concerts, concerts in the city of Charlotte, and church services. Each spring the choir tours for one week in the South or East.

Queens Chamber Orchestra

This organization is designed to play orchestra works of small to intermediate size, such as Baroque concerti grossi, Haydn and Mozart symphonies, and contemporary works.

Queens College Chorus

The choral organization is open to all students in the college. Several campus appearances are made each year. The repertoire is chosen for singers of average ability.

Recitals

Faculty recitals are presented as a part of the college music program. Junior and senior applied music majors give individual recitals as partial fulfillment of graduation requirements. Many non-majors in applied music appear on programs throughout the year.

Services and Regulations

Student Health Service

The health program at Queens College is under the supervision of a physician and the dean of students. Annual health reports to be filled out by the family physician are required of all students. An infirmary is maintained where three graduate nurses are on duty and where the college physician has regular consultation hours.

The purpose of the infirmary is to protect the health of all and to treat outpatients or bed patients who have minor illnesses. In the case of major illnesses or operations, arrangements are made with Charlotte hospitals by the college physician and the parents of the student. Infirmary bed patient service is provided for resident students only. No medical fee is charged for infirmary services; but, if it is advisable that a physician be called on a case, the student pays his fee and the cost of special medicine.

Exemption from Physical Education Activities

Each student is expected to participate in the college physical education program. Students requesting to be exempt from physical education activities for medical reasons must have such requests made through the college physician. Chronic conditions which would warrant exemption are to be noted on the student's medical examination forms upon admission to the college each year and reviewed by the college physician. Other conditions are regarded as acute and would ordinarily be brought to his attention as emergency situations or from the report of the local attending physician.

Regulations Concerning Alcoholic Beverages

Queens College does not approve the use of alcoholic beverages. This judgment is expressed both in regulations and in the expectation that students will exercise self-discipline and mature judgment. In this, as in all other areas of behavior, students are expected to act so as not to embarrass themselves, their fellow students, their families, or the college.

Students are prohibited from the possession or use of alcoholic beverages on the campus of the college, or at any function, or on any trip sponsored by the college or any of the organizations within the college.

Students are not permitted to return to the campus under the influence of alcoholic beverages.

These regulations and principles apply equally to resident and non-resident students.

Violations of these regulations and principles will be judged by the Resident Student Council or the Day Student Council. Violations will be subject to a penalty which may be suspension.

Students who are not in sympathy with these regulations and principles or students whose parents are not in sympathy with them should not apply for admission to Queens College.

Assignment of Rooms

Reservations of rooms by returning students will be made during the second semester in the office of the dean of students. An agreement signed by the student and parents to make the initial payment will be required before a reservation may be made. (Specific dates are announced each year for the period of reserving rooms and the due date of the initial payment.)

Student Activity Fee

The student activity fee is required of all except part-time students carrying six semester hours or less, with whom it is optional. Payment of this fee entitles the student to receive the college magazine *Signet* and the yearbook, *The Coronet;* provides for membership in the Queens College Concert and Lecture Series; and finances the program of the Student Government Association.

Placement Service

Placement service is operated by the public relations office for students and alumnae. Cumulative records are kept for all persons registered. Biographical information, academic and professional qualifications, and personal recommendations are included in individual folders sent to prospective employers. The office maintains an active register of positions and employers, and students and alumnae are notified of positions available in their particular vocations. Because of the extensive and continuing use which graduates make of this office, it is most important that each senior complete material for a dossier before she leaves the campus.

Community Services

THE PROGRAM OF CONTINUING EDUCATION FOR ADULTS

The Department of Adult Education serves the continuing educational needs of men and women of the Charlotte area through a program of both credit and non-credit courses.

Recent emphasis has been placed upon the development of a program of continuing education for women, with most courses meeting during morning or afternoon hours. It is especially designed for women who have completed their formal education and now want to return to a college campus for renewed intellectual stimulation.

The department of adult education will continue to offer an evening program in the humanities, accounting, insurance, and professional development.

NON-COLLEGE DIVISION OF THE DEPARTMENT OF MUSIC

This division performs one of the oldest community services that Queens offers to Charlotte and the surrounding areas. Instruction is offered to students of all ages—from the very young to the adult—in the following areas: organ, piano, strings, and voice. The recital hall, the auditorium, the instruments belonging to the department, the extensive library of phonograph recordings, scores, music, and books, and other facilities of the department are all—with permission—available to the non-college student.

For additional information see catalogue section on *Music* and the section on *Special Fees.*

Alumnae Association

All graduates and former students are organized in this association. The purpose of the association is to develop, strengthen, and utilize the bonds of affection between the college and its alumnae and among the alumnae themselves. At the present time four alumnae are members of the Board of Trustees.

The Alumnae Association is a member of the American Alumni Council, and the college is a member of the American Association of University Women.

ALUMNAE ASSOCIATION OFFICERS

President—Mrs. Lawrence L. Miller, Charlotte, N. C.
First Vice-President—Mrs. Alfred L. Parker, Jr., Charlotte, N. C.
Second Vice-President—Mrs. Robert L. Rabb, Raleigh, N. C.
Secretary—Mrs. Wyss L. Barker, Charlotte, N. C.
Chairman, Living Endowment Fund—Mrs. Chris Folk, Charlotte, N. C.
Trustee Representatives: Mrs. W. H. Belk (Honorary), Charlotte, N. C.
Mrs. P. Hunter Dalton, Jr., High Point, N. C.
Mrs. Curtis B. Johnson, Charlotte, N. C.
Ex officio—Mrs. Joseph B. Simpson, Jr., Director of Alumnae Affairs

ALUMNAE ADMISSIONS REPRESENTATIVES

New England
Mrs. Hugh B. Dickey
25 Huckleberry Road
Lynnfield, Massachusetts 01940
Telephone 334-5368

South Central
Mrs. David W. A. Taylor
4420 Milesdale Court
Nashville, Tennessee 37204
Telephone 297-7027

Middle Atlantic
Mrs. Barton Brown
6 Sherwood Circle
Chatham, New Jersey 07928
Telephone 635-6258

Middle West
Mrs. William Witherspoon
6401 Ellenwood Avenue
St. Louis, Missouri 63105
Telephone PA 7-0804

Washington, D. C.
Mrs. John W. Marshall, Jr.
5918 Wilmett Drive
Bethesda, Maryland 20034
Telephone 365-3908

Louisiana
Mrs. Albert Leonard Stephens, Jr.
4116 Richmond
Shreveport, Louisiana 71106
Telephone 868-4352

Organization of the College

Board of Trustees

H. H. Everett, *Chairman*
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TERM EXPIRES 1971

The Rev. James E. Fogartie *(Synod of N. C.)*, Charlotte, N. C.
Mrs. Curtis B. Johnson *(Synod of N. C.—Alumna)*, Charlotte, N. C.
The Rev. William R. Klein *(Synod of S. C.)*, Rock Hill, S. C.
Dr. Clarence W. Legerton, Jr. *(Synod of S. C.)*, Charleston, S. C.
Carl G. McCraw *(Trustees)*, Charlotte, N. C.
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Advisory Trustees

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Herbert E. Babb, A.B., M.S., Ph.D., *Dean of the College*
George S. Kilner, B.S., *Business Manager and Treasurer*
Ann S. Gebhardt, B.F.A., M.A , *Dean of Students*
J. Daniel Zeluff, B.S., B.D., Ph.D., *Chaplain*
Robert W. Shaw, B.S., M.A., *Director, Department of Adult Education*
Mildred L. Miscally, A.B., M.A., *Director of Public Relations*
Jean L. Rayburn, A.B., *Director of Admissions*
Helene H. McCarty, A.B., *Registrar*
Rose K. Anderson, A.B., M.L.S., *Acting Director of the Library*
Rita A. Simpson, A.B., *Director of Alumnae Affairs*

Administrative Assistants and Staff

Thelma Albright, A.B., M.A., *Assistant to the Dean of the College*
Helen M. Barto, *Secretary, Business Office*
A. Jackson Bost, *Superintendent of Buildings and Grounds*
Myra C. Bristol, A.B., *Secretary to the President*
Sallie B. Brody, *Secretary, Library*
Jerry L. Bumgarner, *Multilith Operator*
Virginia G. Cartlidge, *Head Nurse*
Patricia P. Cheatham, A.B., *Assistant Director of Public Relations*
Dorothy R. Conrad, *Resident Counselor*
Louise L. Council, *Resident Counselor*
Betty Jane Darnell, *Secretary to the Dean of the College*
Margaret King Dudley, *Clerk, Library*
Peggy A. Edwards, *Secretary to the Chancellor*
Miranda B. Fletcher, A.B., *Secretary, Admissions Office*
Gertrude G. Gill, B.S., *Secretary, Music Department*
Lorena A. Goeller, *Resident Counselor*
Carrie B. Green, *Hostess, Morrison Hall*
Kathleen N. Gurley, *Secretary, Department of Adult Education*
Ruby V. Haley, *Resident Counselor*
Ruth Herron, *Resident Counselor*
Katherine Jenkins, *Clerk, Library*
Janet Judd, A.B., *Admissions Counselor*
Martin F. Kaelke, *General Superintendent of Maintenance*
Kathryn Rice Knowles, *Clerk, Registrar's Office*
Nannie S. Ledford, *Resident Counselor*
Helen Marley, *Secretary, Business Office*

Margaret N. Maultsby, *Assistant, Public Relations Office*
W. B. Mayer, M.D., *College Physician*
Donald D. McNeill, *Assistant to the Treasurer*
Veronica M. Noetling, *PBX Operator*
Gaylord Myers Pender, *Secretary and Assistant to the Dean of Students*
Jean Robinson, A.B., *Secretary, Alumnae Office*
Carol D. Selvey, A.B., *Clerk, Registrar's Office*
Adele H. Shields, A.B., *Admissions Counselor*
Miriam Paxton Smith, *Faculty Secretary*
Thomas O. Squires, Jr., *Mail Clerk*
Bryte W. Tison, *Resident Counselor*
Dorothy A. Wentz, *Secretary, Business Office*
Teresa Shu-yi Yang, A.B., M.A., *Cataloger, Library*

Faculty

Date following name and title indicates the year of initial appointment to the faculty of Queens College.

Margery Williams Adams, *Professor of Art* (1967)
A.B., Smith College; M.A., Ph.D., Radcliffe College; University of Paris, France.

Rose Kemmer Anderson, *Assistant Professor and Acting Director of the Library* (1965)
A.B., University of Chattanooga; M.L.S., Rutgers University; Columbia University.

Herbert E. Babb, *Professor of Psychology and Dean of the College* (1957)
A.B., Emory University; M.S., Ph.D., University of Kentucky; West Georgia College; University of Arkansas; University of Cincinnati; University of Illinois.

William Beidler, *Professor of Philosophy* (1959)
B.S., University of California; M.A., University of North Carolina; Ph.D., Osmania University, Hyderabad, India.

Charles E. Brewer, Jr., *Visiting Assistant Professor of Economics* (1960)
A.B., Princeton University.

Richard J. Bunger, *Assistant Professor of Music (Piano)* (1965)
B.Mus., Oberlin College Conservatory of Music; M.Mus., University of Illinois; University of Kentucky *(higher degree in process).*

Roberta T. S. Chalmers, *Associate Professor of English* (1959)
A.B., D.Litt., Mount Holyoke College; M.A., Radcliffe College; B.Litt., Oxford University; D Litt., Kenyon College.

James W. Clay, *Visiting Instructor in Geography* (1967)
B.S., M.A., Marshall University; State University of Iowa; University of North Carolina at Chapel Hill *(higher degree in process).*

Janice C. Coffey, *Assistant Professor of Biology* (1967)
B.S., Appalachian State Teachers College; M.S., Ph.D., University of South Carolina; University of North Carolina at Chapel Hill.

Urmilla Daniels, *Visiting Lecturer in Biology* (1967)
B.S., M.S., Agra, India.

Boice N. Daugherty, *Associate Professor of Psychology* (1964)
A.B., Marshall College; Ph.D., University of Kentucky; Duke University.

Boyd Hill Davis, *Instructor in English* (1966)
A.B., University of Kentucky; M.A., University of North Carolina at Chapel Hill, *(higher degree in process)*; Centre College.

Richard Akin Davis, *Assistant Professor of History* (1966)
A.B., Washington and Lee University; University of North Carolina at Chapel Hill, *(higher degree in process).*

Derry Deane Drinkall, *Instructor in Music (Violin)* (1966)
B.Mus., Eastman School of Music; M.Mus., University of Illinois.

ROGER DRINKALL, *Assistant Professor of Music (Cello)* (1962)
B.Mus., Curtis Institute of Music; M.Mus., University of Illinois; University of Pittsburgh.

GORDON D. DUNCAN, *Professor of Chemistry* (1966)
B.S., North Carolina State University at Raleigh; Ph.D., Cornell University.

SARAH IRENE DUNLAP, *Assistant Professor of Home Economics* (1945)
B.S., M.A., Winthrop College; University of Tennessee.

NANCY L. EAGLE, *Assistant Professor of Music* (1950)
B.S., University of North Carolina at Greensboro; M.A., University of North Carolina at Chapel Hill; Peabody College; Catawba College; Appalachian State Teachers College; University of Indiana.

FRANCES L. ELDRED, *Instructor in Foreign Languages (Spanish)* (1967)
B.A., Lake Forest College; M.A., Middlebury College; University of Neuchatel, Switzerland.

JACK H. FEHON, *Dana Professor of Biology* (1956)
B.S., M.S., University of Florida; Ph.D., Florida State University; Davidson College; North Georgia College; University of Wisconsin.

RUTH ANN FOGARTIE, *Instructor in English* (1967)
B.A., M.A., University of Texas.

GORDON Q. FREEMAN, *Assistant Professor of English* (1965)
A.B., Queens College; M.A., Duke University; University of New Mexico (*higher degree in process*).

BERNARD A. FUSARO, *Professor of Mathematics* (1967)
B.A., Swarthmore College; M.A., Columbia University; Ph.D., University of Maryland.

JAN GASKELL, *Instructor in English* (1967)
A.B., Agnes Scott College; M.A., Stanford University.

M. KEATING GRIFFISS, *Instructor in Art* (1967)
A.B., Sweet Briar College; M.S., University of Georgia.

ANN STELLHORN GEBHARDT, *Assistant Professor of Art and Dean of Students* (1953)
B.F.A., M.A., Ohio State University; Lake Erie College.

CHARLES O. HADLEY, *Assistant Professor of English* (1955)
A.B., Davidson College; M.A., University of North Carolina at Chapel Hill *(higher degree in process)*; University of Besancon, France; Duke University; University of Birmingham, Stratford, England.

MARIE J. HARGETT, *Assistant Professor of Music* (1956)
B.Mus., Greensboro College; M.Mus., Cincinnati Conservatory of Music; Catawba College; University of Hawaii.

CARY S. HENDERSON, *Associate Professor of History and Political Science* (1963)
A.B., M.A., University of Florida; Ph.D., Duke University; Davidson College; Syracuse University.

JOHN LOUIS HONDROS, *Assistant Professor of History* (1965)
A.B., University of North Carolina at Chapel Hill; M.A., Vanderbilt University *(higher degree in process)*.

Mary C. Hopper, *Assistant Professor of Foreign Languages (Spanish)* (1967)
A.B., Georgia State College; M.A., Ph.D., University of Missouri; University of Georgia; Institutio Tecnologico, Mexico.

Agnes F. Hostettler, *Assistant Professor of Foreign Languages (French and German)* (1963)

A. B., Lenoir Rhyne College; M.A., Middlebury College (*higher degree in process)*; University of North Carolina at Chapel Hill; University of Mainz, Germany; Universität Zürich, Switzerland.

Hughes B. Hoyle, Jr., *Professor of Mathematics* (1945)
A.B., M.A., Ph.D., University of North Carolina at Chapel Hill; New York University.

Belford Darrell Jackson, *Assistant Professor of Philosophy* (1967)
A.B., University of Missouri; B.D., Yale Divinity School; M.A., Ph.D., Yale University.

Eleanor Lloyd Jenkins, *Associate Professor of Mathematics* (1941)
A.B., Queens College; M.A., University of North Carolina at Chapel Hill.

Peter John Laughton, *Instructor in Foreign Languages (French)* (1967)
B.A., M.A., University of North Carolina at Chapel Hill *(higher degree in process)*; Diplome, University de Grenoble, France; Marlborough College, England; University of Wisconsin.

Marjorie T. Kirby, *Assistant Professor of Foreign Languages (Spanish)* (1962)
A.B., Birmingham-Southern College; M.A., University of North Carolina at Chapel Hill *(higher degree in process)*; University of Havana.

Joseph E. Lammers, *Assistant Professor of Music* (1962)
B. Mus., University of Alabama; M.Mus., Florida State University (*higher degree in process*); Sherwood School of Music.

T. Buchanan Looney, *Assistant Professor of History* (1963)
A.B., Southwestern at Memphis; M.A., Columbia University (*higher degree in process*); General Theological Seminary; Vanderbilt University; New York University.

James H. Lovell, Jr., *Professor of English* (1961)
A.B., M.A., Texas Christian University; Ph.D., Vanderbilt University; Southern Methodist University.

John D. McClanahan, *Assistant Professor of Art* (1967)
B.F.A., Bethany College; M.F.A., State University of Iowa.

Mildred Morse McEwen, *Professor of Chemistry* (1924)
A.B., Queens College; A.B., M.A., Ph.D., University of North Carolina at Chapel Hill.

Ruth R. Magher, *Instructor in Physical Education* (1947)
B.S., University of North Carolina at Greensboro; University of North Carolina at Chapel Hill; Johns Hopkins University.

Virginia Lorelle Martin, *Assistant Professor of Biology* (1966)
B.S., Wake Forest College; M.S., Ph.D., Emory University; Greensboro College; University of Texas Marine Institute.

Emory Houston Mason, Jr., *Associate Professor of Education* (1965)
A.B., Catawba College; M.A., Appalachian State Teachers College; Colorado State College; Duke University (*higher degree in process*).

THOMAS F. MASON, *Assistant Professor of Art* (1965)
B.S., Stephen F. Austin State College; M.F.A., University of Iowa.

MALINDA MAXFIELD, *Assistant Professor of English* (1965)
B.A., Vanderbilt University (*higher degree in process*); University of Salzburg, Austria.

ALBERT R. MAY, *Associate Professor of Music* (1960)
Boston University College of Music; Juilliard School of Music.

YANCEY LEONARD MEDLIN, *Associate Professor of Education* (1962)
A.B., M.Ed., Ph.D., University of North Carolina at Chapel Hill; University of Colorado; Eastern Kentucky State College.

MILDRED L. MISCALLY, *Assistant Professor of Journalism* (1946)
A.B., M.A., University of Georgia; Queens College.

*PHILIP A. MOOSE, *Associate Professor of Art* (1956)
Stevens School; National Academy; Columbia University Art School; Skowhegan School of Painting; Taxco School of Art, Mexico; Academy of Fine Arts, Munich.

JOHN D. MORRISON, *Associate Professor of Music* (1947)
B.Mus., M.Mus., Northwsetern University; A.A.G.O.; St. Olaf College; University of Rochester, N. Y.

FRANK G. MULLEN, JR., *Associate Professor of Psychology* (1963)
A.B., University of Georgia; Ph.D., University of Tennessee.

PAUL B. NEWMAN, *Professor of English* (1963)
B.S., M.A., Ph.D., University of Chicago; M.F.A., University of Iowa; Antioch College; Purdue University.

JIMMIE C. OATES, *Professor of Physics* (1962)
B.S., Memphis State University; M.S., Ph.D., Vanderbilt University.

PHYLLIS A. PHARR, *Instructor in Physical Education* (1964)
B.S., Appalachian State Teachers College; M.Ed., University of North Carolina at Chapel Hill.

EDWARD W. POHLMAN, *Dana Professor of Sociology* (1960)
A.B., Emmanuel Missionary College; M.A., Ph.D., Ohio State University.

NORRIS W. PREYER, *Dana Professor of History* (1957)
A.B., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Virginia; Yale University; Harvard University; University of Wisconsin; Pennsylvania State University.

CAROLINE GORDON RICHARDSON, *Assistant Professor of Foreign Languages (French)* (1950)
A.B., Winthrop College; M.A., University of South Carolina; University of the South; University of Minnesota; Laval University, Quebec; Institut de Phonetique, Paris; University of Toulouse, Pau, France; Middlebury College.

SUE F. ROSS, *Instructor in English* (1966)
A.B., Queens College; M.A., University of North Carolina at Chapel Hill.

NICOLE MARGUERITE ROTHE, *Assistant Professor of Foreign Languages (French)* (1967)
B.A., Longwood College; M.A., Middlebury College; University of Virginia.

*Leave of absence 1967-1968.

GEORGE A. SHEALY, *Professor of Art* (1960)
Indiana University; Chicago Art Institute; Bell School of Art; Oxbow School of Painting.

JOYCE HAYES SHEALY, *Professor of Psychology* (1959)
A.B., M.A., University of South Carolina; M.A., Ohio State University; Ph.D., University of North Carolina at Chapel Hill; Winthrop College.

MARY THOMAS SMITH, *Assistant Professor of Education* (1962)
A.B., M.A., East Carolina College; Indiana University (*higher degree in process);* North Carolina State University at Raleigh.

JOHN EDWIN SMYLIE, *President of the College* (1967)
A.B., Washington University; B.D., Th.D., Princeton Theological Seminary; Cambridge University, England.

GEORGE A. STEGNER, *Dana Professor of Music* (1955)
B.S., Miami University, Oxford, Ohio; B.Mus., M.Mus., Cincinnati Conservatory; D.F.A., Chicago Musical College; Aspen School of Music.

MARY LEE TAYLOR, *Associate Professor of Bible and Religion* (1941)
A.B., Salem College; M.R.E., The Biblical Seminary, New York; East Tennessee State University; New York University; Presbyterian School of Christian Education.

MARY LORENE TAYLOR, *Instructor in Sociology* (1967)
A.B., Mercer University; M.S., Florida State University.

JESSE C. THOMPSON, JR., *Professor of Biology* (1967)
B.S., Hampden-Sydney College; Ph.D., University of Virginia.

AVERAL T. TRIMBLE, JR., *Professor of Chemistry* (1965)
B.S., M.S., Georgia Institute of Technology; Ph.D., University of Wisconsin.

EDMUND MICHAEL VOLLRATH, *Instructor in Mathematics* (1967)
B.A., M.A., University of South Florida.

EDWIN R. WALKER, *Chancellor* (1954)
A.B., LL.D., Southwestern University; B.D., Vanderbilt University; Ph.D., University of Chicago.

WALLACE G. WEBB, *Associate Professor of Economics* (1965)
B.S., M.S., Auburn University; University of North Carolina at Chapel Hill *(higher degree in process).*

EDMUND T. WEIANT, *Z. Smith Reynolds Professor of Foreign Languages (German and Russian)* (1959)
A.B., Cornell University; Ph.D., Universität Basel, Switzerland; Kenyon College; Universität Zürich, Switzerland; University of Michigan; Indiana University; Moscow State University, U.S.S.R.

CARLYLE E. WEISS, *Assistant Professor of Music (Voice)* (1965)
B.A., Nebraska Wesleyan University; M.Mus., Catholic University.

SARAH M. WEST, *Assistant Professor of Secretarial Practice* (1947)
B.S., Winthrop College; M.R.E., Woman's Missionary Training School, Louisville, Kentucky.

ELIZABETH G. WRIGHT, *Professor of Bible and Religion* (1961)
A.B., Wilson College; B.C.S., Rider College; B.D., Yale Divinity School; Ph.D., Yale University.

J. Daniel Zeluff, *Associate Professor of Bible and Religion* (1964)
B.S., University of Florida; B.D., Union Theological Seminary; Ph.D., University of Aberdeen, Scotland; University of Tampa.

PROFESSORS EMERITI

Ethel M. Abernethy, *Professor of Psychology, Emeritus.*
A.B., Duke University; M.A., Ph.D., University of Chicago; D.Sc., Queens College; Johns Hopkins University.

Thelma Albright, *Associate Professor of English, Emeritus.*
A.B., Greensboro College; M.A., Duke University; University of North Carolina at Chapel Hill.

Herbert V. Carson, *Professor of Bible, Religion, and Philosophy, Emeritus.*
A.B., Washington and Lee University; B.D., Th.M., Union Theological Seminary, Richmond; D.D., Southwestern at Memphis.

Rena C. Harrell, *Librarian, Emeritus.*
A.B., Queens College; M.A., University of North Carolina at Chapel Hill; A.B. in L.S., Library School, Emory University.

Elsie Stokes Moseley, *Assistant Professor of Music, Emeritus.*
National Conservatory, New York; Pupil of Adel Margulies, Edwin Hughes, W. B. Goatee.

Sarah McKee Nooe, *Professor of Biology, Emeritus.*
B.S., Meredith College; M.A., Columbia University; Furman University; University of Virginia; University of North Carolina at Greensboro; University of Washington.

Laura A. Tillett, *Professor of English Literature, Emeritus.*
A.B., Duke University; M.A., Columbia University; Harvard University; Cambridge University.

Distinguished Teaching Award

In order to emphasize the fact that quality of teaching is the most important single concern of Queens College, the Board of Trustees, in June, 1958, created a Distinguished Teaching Award in the amount of $2,000 to be awarded at the end of each academic year. The conditions of the award are:

> The recipient of the award shall be selected by the president and the dean of the college after consultation with individual members of a committee appointed by the president to assist in the selection of the person to receive the Distinguished Teaching Award.
>
> The award shall be used for travel, further study, or other means of professional advancement.
>
> The recipient of the award shall not be eligible for selection for the award for a period of five years.

Year	Recipient
1958-1959	Stuart D. Currie
1959-1960	Mildred M. McEwen
1960-1961	Dougald McD. Monroe, Jr.
1961-1962	Jack H. Fehon
1962-1963	Roberta T. S. Chalmers
1963-1964	William Beidler
1964-1965	George A. Stegner
1965-1966	Joyce Hayes Shealy
1966-1967	James H. Lovell, Jr.

Degrees Conferred 1967

BACHELOR OF MUSIC

Loretta Anne Gordon
Mary Jane Richards
Sue Welch Tarleton

BACHELOR OF SCIENCE

Sarah Wolfe Buchanan
Vivian Gail Rominger
Marion Brookshire Wynne McDonald

BACHELOR OF ARTS

Marbury Louise Allen
Carol Jean Anderson
Elizabeth Annette Anderson
Jean Lowry Ashburn
Sandra Jane Baker
Sara Jean Barbee
Mary Kennon Barksdale
Mildred Lee Barnes
Christine Anne Barto
Rosalie Vincent Beaudrot
magna cum laude
Marjorie McCoy Beaufort
Patricia Miller Beswick
Rebecca Etta Bissett
Edrie-Anne Blackwelder
Susan Carol Bosserman
Carolyn Kelsey Brewer
Elizabeth Joyner Brown
Sally Lynn Brownell
Mary Wysor Burgess
Sarah Ellen Burleson
Diana Louise Burst
Jeanne McKay Byrd
Linda Ann Cacchioli
Carol Cassie Champlin
Bonnie Elise Chappell
Mary Frisbie Clark
Carolyn Hope Cole
Catherine Adele Condon
Carol Jean Coons
Nancy Elizabeth Cooper
Jane Blaker Cunningham
Barbara Kay Davis
Mary Judith Decker
Susan Denton
Frances Glenn Dickerson
Phoebe Jane Diltz
Jo Wayne Doughton
Christina Surrency Drye
Reita Pendry Dutton
Jeannette Swinton Ellis
Frances Jacqueline Eubanks
Elizabeth Bowers Eve
Linda Ann Fabritz
Lynn Dixon Faulk
Sharon Jean Ferguson
Sara Boykin Ferris
Susan Janet Fleming
Neal Hartselle Frame
Marcia Allyson Frech
Constance Gill
Jule Carlyle Gill
Anne Pepper Gillespie
Mary Elizabeth Glenn
Ann King Goodykoontz
cum laude
Cora Jeanne Greer
Amy Jean Hardy
Lana Margaret Hobbs
Mary Logan Holland
Elizabeth Meade Howarth
Jane Carol Hoyme
Denny Elizabeth Hubbard
Lois Wharton Huber
Anne Fontaine Johnson
Elizabeth Ann Kerr
Nancy Epperly Kidd
Judith Moore Klingelhofer
Karen Elizabeth Kraemer
Sarah Elizabeth Kyle
Evelyn Colton Laidlaw
Elaine Bridges Lavender
Susan Louise Lawrence
Jeanne Byrne LeGare
Judith Moore Leonard
Martha Carol McAteer
Myra Kathleen McCollough
Carolyn Elizabeth McLeod
Kathleen Caldwell McLeod
Julia McLean Magill

BACHELOR OF ARTS—Continued

Joanne deSales Martin
Mary Frances Mathay
Mary Alan Meket
Carla Gay Miller
Freida Elizabeth Mize
Naomi Knight Moody
Margaret Wells Moore
Jane Franklin Morris
Frances Anita Morrow
cum laude
Mary Virginia Muldrow
magna cum laude
Linda Ann Nelson
Nancy Ann Okerson
Charlotte Steinhardt Parker
magna cum laude
Frances Roberta Agnes Paterson
Mary Stafford Patton
Sara Marcia Perley
Linda Carol Phillips
Gene Michele Prestera
Elaine Fitzgerald Price
Lyttleton Cockrell Rich
Emily Dianne Roberts
Lillie Ann Robinson
Sue Wilson Rupprecht
Barbara Lydia Saleeby
magna cum laude
Anne Moore Sample
Vicki Abernethy Saunders
Barbara Kerr Scott
Rhanda Robinette Scroggs
BarbaraLee Silva
Jane Compere Simms
Judith Page Simpson
Mary Elizabeth Simpson
Frances Elizabeth Smith
Dorothy Kay Stafford
Melody Ann Stancil
Mary Elizabeth Steele
Susan Frances Stephens
Susan Jane Storey
summa cum laude
Dorothy Corrine Strain
Judith Ann Strauch
Barbara Elizabeth Sturges
Elizabeth Ann Tallent
Jan Clark Taylor
Elizabeth Jean Thompson
Nancy Elizabeth Trebeck
Phyllis Kaye Tripp
Marion Virginia Watkins
Willene Elizabeth Watkins
Elizabeth Muth West
Jacquelin White
Susan Glenn Whitford
magna cum laude
Alice Fudge Yeargan

Honors and Awards 1966-1967

College Marshals

Coral Susan Ramseur, *Chief Marshal*
Barbara Jean Horne
Donna Lynn Prather
Elizabeth Burruss Proctor
Susan Gayle Neeley
Sharon Jean Roberts
Alice Gwendolyn Blair

The Algernon Sydney Sullivan Medallions

Rosalie Vincent Beaudrot
H. F. Kincey

Alpha Delta Pi Mathematics Award

Rosalie Vincent Beaudrot
Barbara Lydia Saleeby

Alpha Gamma Delta Art Award

Coral Susan Ramseur

Gordon Keith Chalmers Personal Library Award

Elaine Bridges Lavender
Coral Susan Ramseur
Honorable Mention

Chi Omega Social Science Award

BarbaraLee Silva

German Awards

Anne Jeannette Gunnells
Kathleen Lee Brannan
Karen Marlene Seay
Susan Jane Storey
Sara Boykin Ferris

Who's Who in American Universities and Colleges

Rosalie Vincent Beaudrot
Rebecca Etta Bissett
Mary Frisbie Clark
Frances Glenn Dickerson
Elizabeth Bowers Eve
Sara Boykin Ferris
Jule Carlyle Gill
Ann King Goodykoontz
Loretta Anne Gordon
Margaret Wells Moore
Sara Marcia Perley
BarbaraLee Silva
Susan Jane Storey
Jacquelin White
Susan Glenn Whitford

Elected To Sigma Mu

Class of 1967

Rosalie Vincent Beaudrot
Carol Jean Coons
Reita Pendry Dutton
Ann King Goodykoontz
Kathleen Caldwell McLeod
Frances Anita Morrow
Barbara Lydia Saleeby
BarbaraLee Silva
Susan Jane Storey
Judith Ann Strauch
Jan Clark Taylor
Susan Glenn Whitford

Class of 1968

Arden Jane Brannan
Paula Jane Causey
Caryl Ann Day
Nancy Elizabeth Fewell
Rose Maureen Horak
Barbara Jean Horne
Beth Twining Johnson
Laura Donna Laney
Donna Lynn Prather
Coral Susan Ramseur
Johanna Pancost Rucker
Karen Marlene Seay

Elected To Valkyrie

Leslie Anne Davis
Virginia Louise Jones
Marsha Louise Miller
Lucy Marie Sonntag
Julia Ellen Thomley
Carolyn Salley Williams

Elected To Orb And Sceptre

Emily Gay Bodenhamer
Mary Susan Dixon
Elizabeth Dunkel Edwards
Marcia Thele Gilladette
Mary Wain Ingram
Laura Donna Laney
Jean Diane Milroy
Bonnie Jean Risher
Johanna Pancost Rucker
Pamela Woodall Spence
Lucy Matilda Todd

Elected To Sigma Upsilon

Ursula Alexander
Mary Ann Beck
Leslie Anne Davis
Elizabeth Molten Earle
Denny Elizabeth Hubbard
Mary Frances Mathay
Michael David Margrett, *Faculty Member*

Elected To Delta Omicron

Brenda Gaye Ballard
Brenda Kay Crawford
Loretta Anne Gordon
Virginia Karen Griffin
Diana Wray Holt
Valeria Anatoly Kaminin
Nancy Diane Knoohuizen
Laura Donna Laney
Donna Lynn Prather
Mary Jane Richards
Susan Finklea Ruffin
Sarah Ebelue Tipton
Betty Rose Wishart

Kappa Delta Science Award

Melody Ann Stancil

Phi Mu English Award

Mary Virginia Muldrow

The Charlotte Panhellenic Congress Award

Carolyn Anne Sakowski

The Queens College Panhellenic Scholarship Cup

Alpha Gamma Delta

The President's Cup

Long Residence Hall

Sigma Upsilon Creative Writing Award

Camilla Thomson

Stuart D. Currie Award in Religion

Jule Carlyle Gill

Queens Scholars

Connie Bobotis
Nancy Anne Dunham
Elizabeth Elaine Hill
Harriet Elizabeth Hudson
Marie Kirk
Margaret Chewning Kriete
Elizabeth Dee McClure
Mariana Nicholson
Peyton Ann Potter
Julieann Pristash
Deborah Anne Quinn
Laura Ann Sharpe
Mary Elizabeth Shelley
Sallie Trippe
Pamela Suzanne Tucker
Lucy Chadbourn Worth

Dana Scholars

Sopohomores

Alice Gwendolyn Blair
Kathleen Lee Brannan
Carolyn Thomas Culbreth
Susan Adele Garman
Margaret Hackett
Patricia Ruth Harriman
Sarah Winborne Howell
Roberta Jeanne Johnson
Julia Virginia Jones
Barbara Elizabeth Kilgore
Luna Frances Lambert
Sarah Gwendolyn McNeill
Miriam McIntire Nisbet
Ann McKain Porter
Sharon Jean Roberts
Nancy Neal Rogers
Carolyn Anne Sakowski
Mary Melinda Smart
Camilla Thomson
Nancy Howard Withers
Virginia Hoyt Withers

Juniors

Ursula Alexander
Brenda Gaye Ballard
Ellen McClure DaVega
Nancy Grace Egeler
Virginia Karen Griffin
Patricia Carol Hewitt
Virginia Louise Jones
Merille Cochran Jones
Nancy Diane Knoohuizen
Susan Gayle Neeley
Elizabeth Burruss Proctor
Anna Louise Stout
Margaret Eunice Thomas
Suzanne Trippe
Mara Lisa White

Seniors

Jean Elizabeth Angell
Gertrude Louise Bero
Julian Perdue Boykin
Arden Jane Brannan
Margaret Ruth Campbell
Paula Jane Causey
Carmella Lynn Earnest
Jean Craig Evans
Marcia Thele Gilladette
Rose Maureen Horak
Mary Wain Ingram
Laura Donna Laney
Jean Diane Milroy
Donna Lynn Prather
Coral Susan Ramseur
Bonnie Jean Risher
Johanna Pancost Rucker
Karen Marlene Seay
Laura Kate Viernstein

Summary of Enrollment

1966-1967

Senior Class	124
Junior Class	164
Sophomore Class	283
Freshman Class	266
Non-degree	6
Department of Adult Education (College Credit)	128
Total regular session	971

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Alabama	23
Arkansas	3
California	1
Connecticut	9
Delaware	5
District of Columbia	6
Florida	94
Georgia	87
Illinois	2
Indiana	2
Kansas	1
Kentucky	15
Louisiana	2
Maryland	19
Massachusetts	4
Michigan	2
Mississippi	6
Missouri	7
New Hampshire	1
New Jersey	25
New York	5
North Carolina	213
North Dakota	1
Ohio	8
Pennsylvania	23
Rhode Island	1
South Carolina	123
Tennessee	27
Texas	2
Utah	1
Vermont	1
Virginia	98
West Virginia	22
U. S. Citizens residing abroad	2
Argentina	1
India	1
Switzerland	2
TOTALS	845

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APPLICATION FOR ADMISSION TO QUEENS COLLEGE

(Print or type) CHARLOTTE, NORTH CAROLINA 28207

For session beginning _____ as

☐ Resident student
☐ Commuting student

Do not fill in this space

I. P.	Wd.	Act.	A. F.	No.

Name _____
(Last) (First) (Middle)

Address _____
(Street or rural route) (City) (State) (Zip Code)

Telephone _____ Date of birth _____

Name of high school _____ Month and year of graduation _____

Guidance Director _____ School address _____

Schools attended since high school graduation (include dates) _____

_____

Father's name _____
(If deceased, so indicate)

Mother's name _____
(If deceased, so indicate) (over)

APPLICATION TO QUEENS COLLEGE (Continued)

For session beginning _____ Date _____
as

☐ Resident student ☐ Commuting student

Name of applicant _____

I am familiar with the financial obligations as stated in the current catalogue of Queens College and approve of this application. I enclose the application fee of fifteen dollars ($15) which I understand is a service charge and is non-refundable.

Signature of parent or guardian _____
(or applicant if not a dependent)

Home address _____
(Street)

_____
(City) (State) (Zip Code)

Position and business address _____

Make checks payable to Queens College. Mail application to the Director of Admissions, Queens College, Charlotte, North Carolina 28207. (over)

Are you applying for admission under the Early Decision Plan?_____
(Check catalogue for requirements for Early Decision)

Do you need financial assistance in order to attend Queens?_____

Do you wish to apply for a scholarship?_____ A loan?_____

Name of church you attend_____ Are you a member?_____

Minister's name_____

Address of church_____
(Street, City, State)

When do you plan to take the Scholastic Aptitude Test of the College Entrance Examination Board?_____ The Achievement Tests?_____

Commuting student applicants fill in the following:

Do you wish to attend on a full-time or part-time basis?_____

Name of husband (if married)_____